

URBAN/MUNICIPAL

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SYSTEM AND SCHOOL SUMMARIES OF GRADE 3
AND GRADE 6 STUDENTS' RESULTS ON THE
CANADIAN ACHIEVEMENT TESTS (2ND EDITION),
1994-95.

**System and School Summaries of Grade 3 and Grade 6 Students' Results
on the Canadian Achievement Tests (2nd edition), 1994-95**

Appendices:

**A. Description of the Canadian Achievement Tests
(2nd edition)**

- i) Content and Organization
- ii) Reports and Resources
- iii) Interpretation of Scores

B. Students and the Testing Process

C. System Summary

D. School Summaries

E. Glossary

APPENDIX A: Description of the Canadian Achievement Tests (2nd edition) (continued)

i) Content and Organization

Like its predecessor, the CAT/2 is a multiple choice test consisting of eight subtests (at each grade level) from which four "Total" scores are derived.

TOTAL TEST	GRADE 3		GRADE 6	
		Word Analysis	N/A	
	* consonant/vowel sounds * compound words/syllables/contractions * roots/affixes			
		Vocabulary	* synonyms * antonyms * affixes * multimeaning words * words in context	READING TOTAL
		Comprehension	* stated information * passage analysis * central thought	
		Spelling	* vowels * consonants * structural units	
		Language Mechanics	* sentence/phrase/clause * quotations/dialogue * writing conventions * editing skills	LANGUAGE TOTAL
		Language Expression	* nouns/pronouns * verbs * adjectives/adverbs * sentence formation/combining * topic sentence * paragraph coherence	
		Study Skills	* library materials * interpret graphics * organize/summarize information * analyze/assess/interpret information	
		Mathematics Concepts and Applications	* numeration * number theory * data interpretation * pre-algebra * measurement * logical reasoning/geometry	MATHEMATICS TOTAL
		Mathematics Computation	* add/subtract whole numbers * multiply whole numbers * divide whole numbers * decimals	
	N / A			
	* numeration * number theory * data interpretation * pre-algebra * measurement * logical reasoning/geometry			
	* add whole numbers * subtract whole numbers * multiply whole numbers			

APPENDIX A.: Description of the *Canadian Achievement Tests* (2nd edition)

ii) Reports and Resources

The Canadian Test Centre machine scores student responses, maintains a database of results, and provides reports on order. Current reports received from the Canadian Test Centre are as follows.

Class Record Sheet: For each student in a class, the Number Correct Score, Grade Equivalent, National Percentile, National Stanine, Local (Hamilton) Percentile, and Local Stanine for each subtest and each Total score

CanStik Label: The same information as the Class Record Sheet, for placement in student's O.S.R.

Objective Competency Report: Replacing the Group Response Record, this report provides criterion-referenced information (i.e., ratings of "Low", "Competent" or "Proficient") for students' performance on the test objectives within subtests, with the criteria set rather high (E. Cheng, CTC, 1995) to provide maximum programming information for teachers.

Administrator's Summary: For all students in each grade tested (3 and 6), school and system summaries of both norm-referenced and criterion-referenced student results.

Thus, the CAT/2 reports provide **local and national norm-referenced scores** for each subtest and Total indicating students' achievement in comparison to all Hamilton students tested this year (Hamilton, 1994), and to a representative sample of Canadian students (Canada, 1992), while also providing **criterion-referenced information** about students' performance on test objectives within subtests.

The CTC also provides in service materials used this year, including a training video, *Effective Use of the Canadian Achievement Tests*, and a report relevant to use of school summaries (Appendix A.iii: *Is it valid to compare schools on the basis of standardized test results?*).

To complement the information obtained from CTC, the following resources are produced in Hamilton:

Use of the Canadian Achievement Tests (1992,1993, 1994) This summary of test content and interpretation is provided to schools for use of teachers and parents.

C.A.T. Links 2: Connecting the *Canadian Achievement Tests* (2nd Edition) to *Growing Into Language, Celebrating Language, and Spelling Sense* (1994): To improve the usefulness of the criterion-referenced Objective Competency Report, this resource for teachers in the Formative Years was written by former curriculum consultants. It provides references to Hamilton curriculum documents for teaching strategies related to the test objectives.

CAT/2 School and System Summary Reports (1995; attached): These graphic frequency reports were prepared from the school and system Administrator's Summaries. They are designed to provide a concise, visual account of overall student performance within schools in relation to Hamilton and Canadian norms, while also protecting student privacy. They are presented here for the information of the Board and the Hamilton community, and will be used by school staffs in discussing results with parents and relevant community partner in accordance with the *Policy on Communication of Provincial and System-Wide Assessment Results at the School and System Levels* (1994).

APPENDIX A.: Description of the *Canadian Achievement Tests* (2nd edition)

iii) Interpretation of Scores

For their reliability and usefulness, stanine scores are used in interpreting and reporting student test results in Hamilton. Stanine scores are standard scores which describe the range within which a student's score falls, **in comparison to either the Hamilton or national norm group for that grade, tested at that time of year (Local and National stanine, respectively)**. Because they are range scores, stanines are reliable indicators which are not unduly influenced by day-to-day ups and downs in student attitude, perseverance, etc. Schools are encouraged to interpret students' scores in the context of a variety of other assessments including teacher observation and assessment, student self-evaluation and work samples, and parent observation and information. Particular caution is necessary in interpretation of scores in the stanines 3 to 4 range. Other scores available include national and local percentiles, and grade equivalent scores.

Stanine scores of 1, 2 and 3 indicate achievement **below the level expected for that grade, at that time of year ("Below Grade Level")**.

Stanine scores of 4, 5 and 6 indicate achievement **at the level expected for that grade, at that time of year ("At Grade Level")**.

Stanines scores of 7, 8 and 9 indicate achievement **above the level expected for that grade, at that time of year ("Above Grade Level")**.

The graphs contained in the system and school summaries are based on students' national stanine scores, indicating the level of their performance on the test in comparison to the national norm group. Information relevant to interpretation of individual scores (above) also applies to the system and school summaries of those scores. Additional considerations regarding the interpretation of school-wide data are addressed by the Canadian Test Centre in their report *Is it Valid to Compare Schools on the Basis of Standardized Test Results?* (over).

Is It Valid to Compare Schools on the Basis of Standardized Test Results?

Ernest W. Cheng, Ed.D.— CTC/Canadian Test Centre

CAT/2 is a norm-referenced test that can be used to situate examinees along a continuum based on their performance on the test. Because CAT/2 is norm-referenced, some people assume that the results for groups of students, such as classes or schools, can also be placed on a continuum for the purpose of comparison. This brief paper will clarify the position of the Canadian Test Centre that school or class comparisons on the basis of standardized test results should be discouraged because of the potential abuse of the data. The potential abuse of the data exists for at least four reasons:

1. Many factors outside the control of the school, such as student aptitude and socioeconomic characteristics, have important effects on the outcomes of schooling, and test results will reflect these differences.
2. School enrollments, particularly at the elementary level, can be as low as 10 or 15 students per grade which may render school averages unreliable. Excluding any child from testing may bias the school or class average.
3. When rank ordering schools or classes, typically the focus is on the *average* (or mean) for a group and not the *dispersion* of test results within a school or a class. Comparing group averages without taking into account the dispersion of scores can be misleading. Furthermore, it can be argued that with respect to basic skills, the number of students with extreme scores should be more important to the teacher than the average score.
4. One particular form of comparison, the ranking of schools — has an added disadvantage inherent with the use of an ordinal scale. For scores around the mean, a small change in value may result in a fairly noticeable change in ranking. Conversely, observations at the extreme ends of the distribution — groups with very high or very low scores — can experience a similar amount of change without a corresponding change in ranking.

A more sophisticated practice is to determine if the performance of a group is statistically higher or lower than, or the same as, the performance of a district. Typically, the dispersion of test results for the district and the number of students represented by the group are taken into consideration. While this practice is superior to the ranking of group means, it is still important to remember that there remain many important school outcomes such as listening, speaking, writing, aptitude, interests, which are not measured by standardized tests like CAT/2.

It is our position that instead of comparing results *between* schools, a more valid practice is to compare results of the same school over time, provided that enrollments are sufficiently large (over 50 per grade) and that school characteristics remain stable over time.

It is also important to remember that if students are to benefit from writing standardized tests, individual student data are of greatest importance. Summary statistics that direct attention to the needs of individuals such as the percentage of students with low scores by instructional objective, are educationally more meaningful than statistics that will reduce the performance of individual students to an average score such as a mean percentile rank score or a mean grade equivalent.

APPENDIX B.: Students and the Testing Process

The **testing procedures** used are those followed by the Canadian Test Centre for the national norm sample (Canada, 1992) including determination of whether or not a student can be validly tested on the relevant level of the test (Grade 3: Level 12; Grade 6: Level 15), and use of the *CAT/2: Practice Test*. To be validly tested, a student must be able to a) understand the instructions b) understand what is to be done on a subtest, and c) make a reasonable (thoughtful) attempt to answer at least 25% of the items on a subtest. Students who are observed to mark answers randomly are not considered to have been validly tested for their academic skill levels.

ALL students enrolled in grade 3 and 6 are eligible for testing. Some schools include students from special education classes due to the usefulness of the information for student programming. Small group testing is an option (e.g., for students with attention difficulties). Principals and teachers are responsible for identifying students who cannot be validly tested (according to the guidelines provided. (See "testing procedures" above and "Participants" section of System and School summaries).

The CAT/2 is administered in English, and the results indicate *current academic skills in the English language*.

System in service on "Administering the New CAT/2" was held twice in the fall prior to the testing period, and three sessions on "Interpreting the New CAT/2" were held in the spring after distribution of student test results. In service attendance was very high this year, due to changes to the testing program and advertising through the Staff Development Calendar. School reports indicate that **school in service** often occurs as a follow-up to system in service.

APPENDIX C:

Canadian Achievement Tests (2nd Edition)

1994-95

Grade 3, Grade 6

SYSTEM SUMMARY

APPENDIX C:

Canadian Achievement Tests (2nd Edition)

1994-95

Grade 5, Grade 6

SYSTEM SUMMARY

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

SYSTEM SUMMARY: Board of Education for the City of Hamilton

NATURE OF THE SYSTEM AND COMMUNITY

Program Contexts for Grades 3 Language and Mathematics

Language curricula the Formative Years, grades 1-3 include the following:

Growing into Language, 1990

Spelling Sense, 1993

Spelling Sense, Adaptation pour les classes d'immersion française, 1994

Our language curricula advocate literacy instruction in purposeful contexts with reference to the student's own life experiences, incorporating all approaches to literacy instruction as appropriate.

The teaching of reading, writing, listening and speaking skills is carried out in an integrated way in our primary and junior classrooms.

A resource, *C.A.T. Links 2* is available for teachers and administrators to enable them to connect the test objectives to Hamilton's language documents.

Mathematics Elementary, 1979 has been the curriculum guide for teachers in grades 1 to 6. Mathematics programs focused on the teaching of arithmetic, geometry and measurement concepts and skills.

PARTICIPANTS

Number of students ENROLLED in Grade 3 - 2678

Number of students for whom
part or all of the test was
INVALID*: 137

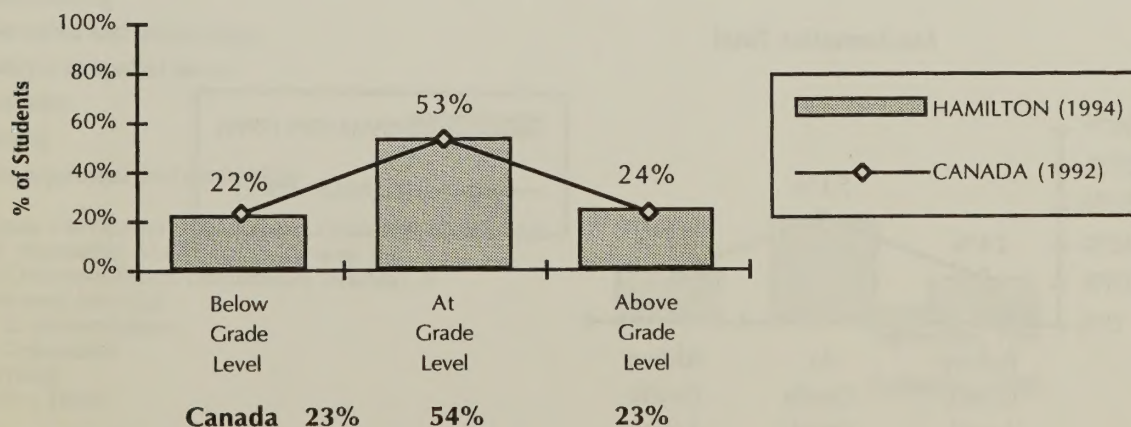
Number of students ABSENT for
part or all of test: 139

Number of students
COMPLETING entire test: 2410

General Comments on students and the testing process: Inservice was well attended this year. While no serious problems occurred during testing, there is ongoing concern about the appropriateness of the formal testing process for grade 3 children. Schools have noted 'cohort effects' where relevant. The Practice Test was seen as valuable.

GRADE 3 TEST RESULTS

Total Test Results



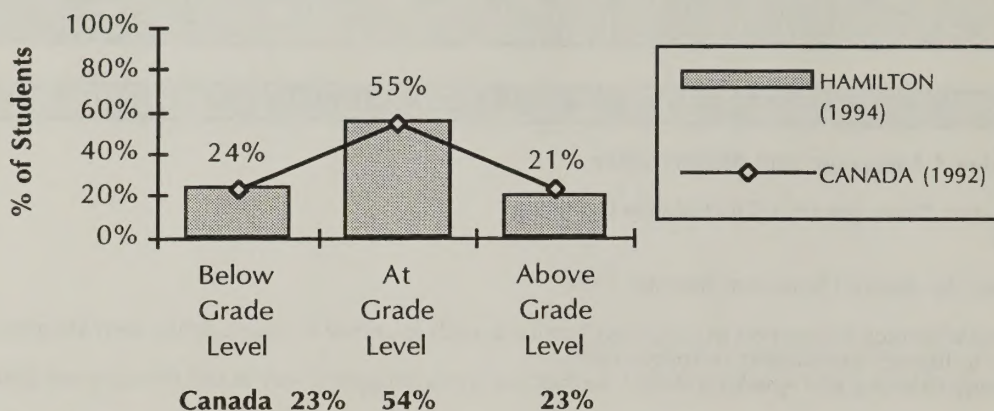
Summary Statement:

- 77% of our Grade 3 students scored At or Above Grade Level on the entire Canadian Achievement Test, compared to 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

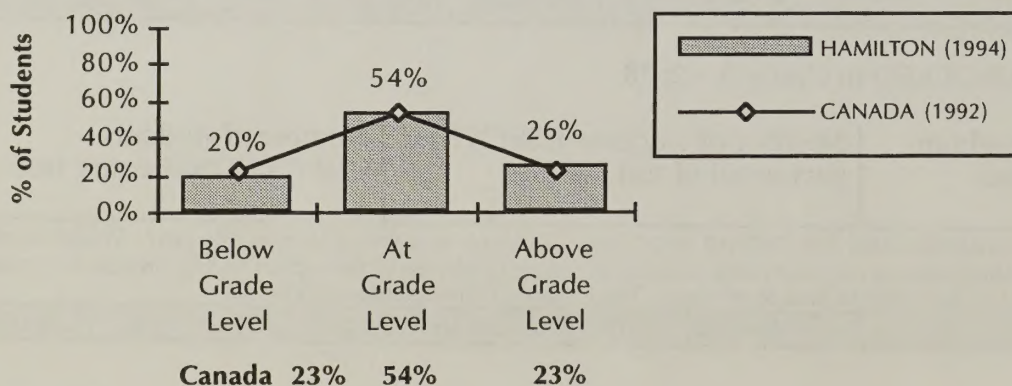
Reading Total



Summary Statement:

- 76% of our Grade 3 students scored At or Above Grade Level on the Reading portion of the Canadian Achievement Test, compared to 77% nationally.

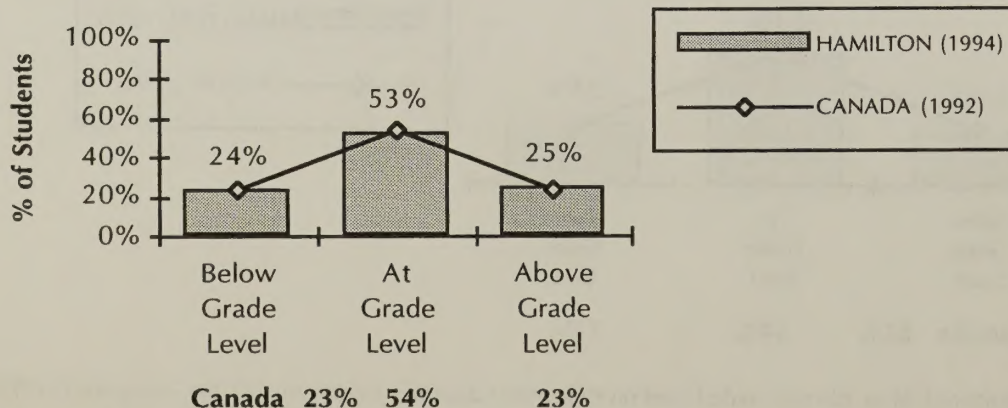
Language Total



Summary Statement:

- 80% of our Grade 3 students scored At or Above Grade Level on the Language portion of the Canadian Achievement Test, compared to 77 % nationally.

Mathematics Total



Summary Statement:

- 78% of our Grade 3 students score At or Above Grade Level on the Mathematics portion of the Canadian Achievement Test, compared to 77% nationally.

* CAUTION is necessary in interpreting Mathematics results since 33% of the questions on the level 12 test are based on material not covered in the Hamilton curriculum or Provincial Standards. This includes material covered at a later grade, and material that is not covered at all.

System Interpretation: Results in Context

- The results collected early in Grade 3 reflect student progress throughout grades 1 and 2.
- The pattern of Grade 3 and Grade 6 results in Hamilton is consistent with other Ontario boards in the national sample: 10/14 boards had higher scores for Grade 3 than for Grade 6.
- The overall language test results indicate that Grade 3 students in Hamilton are achieving at the national average in the areas tested. Growing into Language has previously been demonstrated to have a beneficial impact on students' writing and reading skills and attitudes in the sample study schools. (Report on the Review of Growing into Language, 1993 05 11). The overall results for Grade 3 students on the Reading and language Totals of the C.A.T. 2 support those findings.

Mathematics

- In spite of the large discrepancy between the test items and provincial expectations in mathematics, the results indicate that Grade 3 students in Hamilton are achieving at the national average.

System Planning Response

- Area(s) of Focus and Process

Language

Timeline

The Common Curriculum Policies and Outcomes, Grades 1-9

Provincial Standards, Language, Grades 1-9

Hamilton Outcome-Based Documents, Grades 1-3

- to be released for pilot
- full implementation

September, 1995
September, 1996

Spelling Sense

New Directions:

The area of media literacy, viewing and representing, will need to be systematically addressed in our language programs to ensure students will be meeting the specific learning outcomes found in the Language Standards.

Teachers will be expected to place a renewed emphasis on inquiry and problem solving skills as well as traditional language skills.

Growing into Language and *Spelling Sense* will remain significant resources for the teaching of language.

Mathematics

With the *Common Curriculum Policies and Outcomes, Grades 1-9* and the *Provincial Standards Mathematics, Grades 1-9* the areas of focus for mathematics, Grades 1-6, will be:

- problem solving
- number sense and numeration
- geometry and spatial sense
- measurement
- patterning
- data management and probability

The Common Curriculum Policies and Outcomes, Grades 1-9

Provincial Standards Mathematics, Grades 1-9

Hamilton Outcome-Based Documents, Grades 1-3

- to be released for pilot
- for full implementation

Seasonal Organizers:

- to be revised

Mathematics Texts

September, 1995
September, 1996

September, 1995

System Planning Response (cont'd)

Supplementary Resources for Mathematics:

Manipulative Materials	
Mathematics Kits	
Computer Software Program	
Provincial Mathematics Assessments, Grades 3 and 6	1996
Hamilton Math Tests for Grades 3 and 6 to be developed	To be determined
Common Curriculum Personal Profile and Reporting Subcommittee, DRAFT mathematics report card	September 1995

Review the content of the Grade 5 and Grade 8 C.A.T. 2 mathematics subtests to see if they are aligned with <i>The Common Curriculum Policy and Outcomes, Grades 1-9</i> , the <i>Provincial Standards Mathematics, Grades 1-9</i> and Hamilton's Outcome-Based Mathematics Documents	Spring 1996
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Develop documents to link C.A.T. 2 to our curriculum	Spring 1996
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In light of the new Provincial & Board directions in Language & Mathematics, schools should include these as areas of focus for their 1995-96 school plans.

System Progress Reports

• CAT/2, Grade 3	1996
• CAT/2, Grade 5	1997

date

superintendent's signature

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Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

SYSTEM SUMMARY: Board of Education for the City of Hamilton

NATURE OF THE SYSTEM AND COMMUNITY

Program Contexts for Grade 6 Language and Mathematics

Celebrating Language, 1988

Spelling Sense, 1993

Spelling Sense, Adaptation pour les classes d'immersion français, 1994

Our language curricula advocate literacy instruction in purposeful contexts with reference to the student's own life experiences, incorporating all approaches to literacy instruction as appropriate.

The teaching of reading, writing, listening and speaking skills is carried out in an integrated way in our primary and junior classrooms.

A resource, *C.A.T. Links 2*, is available for teachers and administrators to enable them to connect the test objectives to Hamilton's language documents.

Mathematics Elementary, 1979 has been the curriculum guide for teachers in grades 1 to 6. Mathematics programs focused on the teaching of arithmetic, geometry and measurement concepts and skills.

In 1993, Seasonal Organizers for Mathematics grades 4, 5 and 6 were distributed to administrators and teachers to bring the existing curriculum into line with the current expected computational limits in the Provincial Standards, Mathematics, Grades 1-9, 1995.

PARTICIPANTS

Number of students ENROLLED in Grade 6 - 2474

Number of students for whom
part or all of the test was

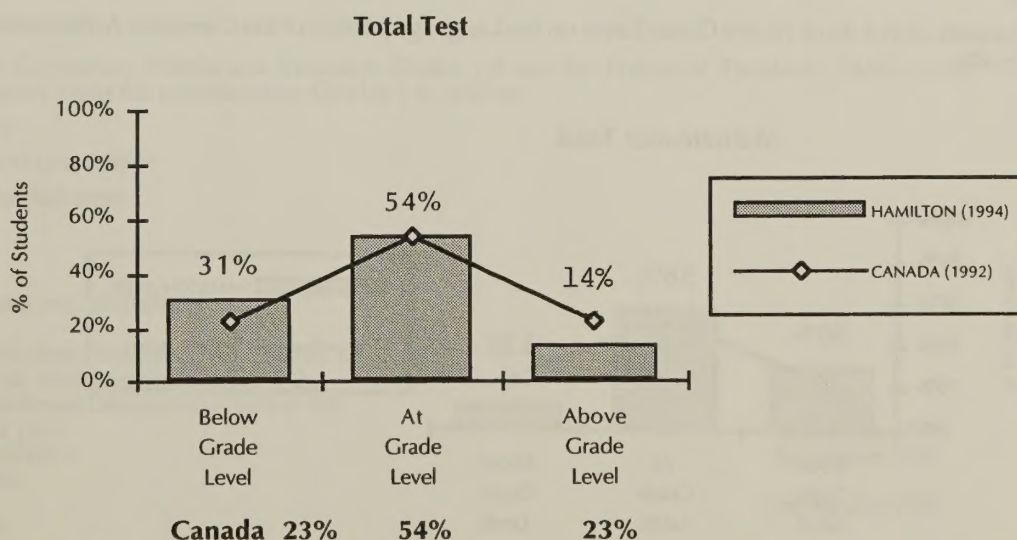
*INVALID: 120

Number of students ABSENT for
part or all of test: 177

Number of students
COMPLETING entire test: 2240

General Comments on students and the testing process: Inservice was well attended this year. While no serious problems occurred during testing, there is concern that grade 6 students are adjusting to a new school setting and rotary schedule when tested. Schools have noted 'cohort effects' where relevant. The Practice Test was seen as valuable.

Grade 6 TEST RESULTS



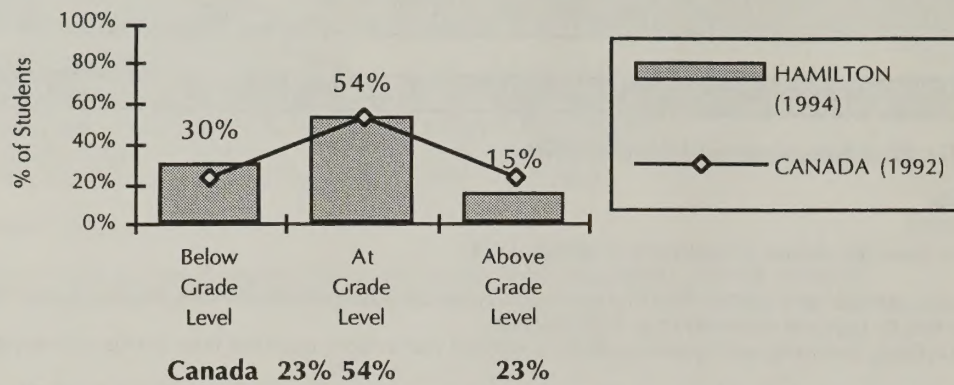
Summary Statement:

- 68% of our Grade 6 students scored At or Above Grade Level on the entire Canadian Achievement Test, compared to 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

- 12 -
Grade 6 TEST RESULTS

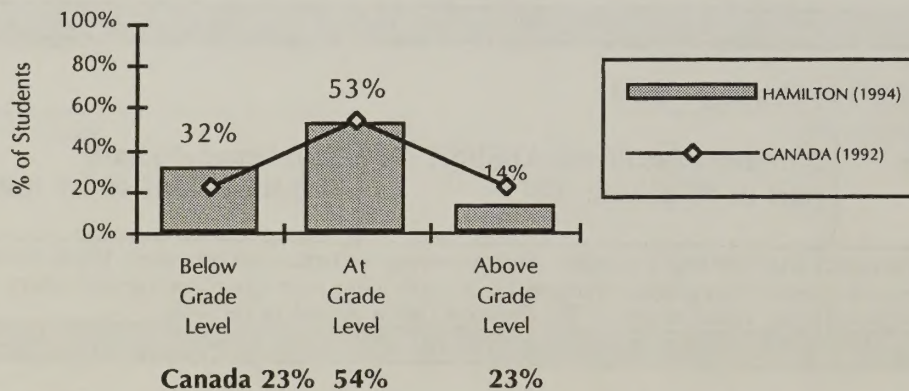
Reading Total



Summary Statement:

- 69% of our Grade 6 students scored At or Above Grade Level on the Reading portion of the Canadian Achievement Test, compared to 77% nationally.

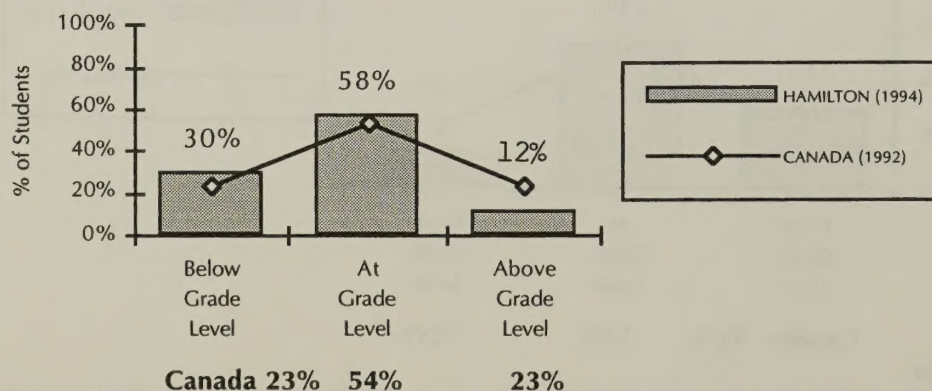
Language Total



Summary Statement:

- 67% of our Grade 6 students scored At or Above Grade Level on the Language portion of the Canadian Achievement Test, compared to 77% nationally.

Mathematics Total



Summary Statement:

- 70% of our Grade 6 students scored At or Above Grade Level on the Mathematics portion of the Canadian Achievement Test, compared to 77% nationally.

CAUTION is necessary in interpreting Mathematics results since 21% of the questions on the level 15 test are based on material not covered in the Hamilton curriculum or Provincial Standards. This percentage includes material covered at a later grade and material that is not covered at all.

System Interpretation: Results in Context

- The CAT/2 results, collected early in Grade 6, reflect student progress through grades 1 to 5.
- The pattern of Grade 3 and Grade 6 results in Hamilton is consistent with other Ontario boards in the national sample: 10/14 had higher scores for Grade 3 than for Grade 6.
- The overall language test results indicate that Grade 6 students are achieving below the national average in the areas tested. It will be important to place a renewed emphasis on the area of language to ensure students will meet the specific outcomes in the Provincial Standards, Language.

Mathematics

In spite of the discrepancy between the test items and provincial expectations in mathematics, 70% of our Grade 6 students scored At or Above grade level.

System Planning Response

- Area(s) of Focus and Process:

Language

Timeline

The Common Curriculum Policies and Outcomes, Grades 1-9
Provincial Standards, Language, Grade 1-9
 Hamilton Outcome-Based Documents, Grades 4-6
 - released for pilot
 - full implementation

January 1995
 September 1996

Spelling Sense

New Directions:
 The area of media literacy, viewing and representing, will need to be systematically addressed in our language programs to ensure students will be meeting the specific learning outcomes found in the Language Standards.

Teachers will be expected to place a renewed emphasis on inquiry and problem solving skills as well as traditional language skills.

Celebrating Language and Spelling Sense will remain significant resources for the teaching of language.

Mathematics

With the *Common Curriculum Policies and Outcomes, Grades 1-9* and the *Provincial Standards, Mathematics, Grades 1-9* the areas of focus for mathematics, Grades 1-6, will be:

- problem solving
- number sense and numeration
- geometry and spatial sense
- measurement
- patterning
- data management and probability

The Common Curriculum Policies and Outcomes, Grades 1-9
Provincial Standards Mathematics, Grades 1-9
 Hamilton Outcome-Based Documents, Grades 4-6
 - to be released for pilot
 - for full implementation
Seasonal Organizers:
 -to be revised
Mathematics Texts

September 1995
 September 1996
 September 1995

System Planning Response

Supplementary Resources for Mathematics

Manipulative Materials Mathematics Kits Computer Software Programs Provincial Mathematics Assessments, Grades 3 and 6 Hamilton Math Tests for Grades 3 and 6 to be developed Common Curriculum Personal Profile and Reporting Subcommittee, DRAFT mathematics report card	1996 To be determined September 1995
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Review the content of the Grade 5 and Grade 8 C.A.T. 2 mathematics subtests to see if they are aligned with <i>The Common Curriculum Policy and Outcomes, Grades 1-9</i> , the Provincial Standards Mathematics, Grades 1-9 and Hamilton's Outcome-Based Mathematics Documents	Spring 1996
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Develop documents to link C.A.T. 2 to our curriculum	Spring 1996
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In light of the new Provincial & Board directions in Language & Mathematics, schools should include these as areas of focus for their 1995-96 school plans.

System Progress Reports

- | | |
|--|--------------|
| <ul style="list-style-type: none"> • Grade 6 • Grade 8 | 1996
1997 |
|--|--------------|

date

superintendent's signature

APPENDIX D:
Canadian Achievement Tests (2nd Edition)
1994-95
Grade 3, Grade 6
SCHOOL SUMMARIES

APPENDIX D:

Learning Achievement Test (L.A.T.)

1994-95

Grade 1 (Grade 1)

SCHOOL SUMMARIES

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

A. M. CUNNINGHAM SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

A. M. Cunningham Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

A.M. Cunningham is a J.K. to Gr. 5 school with a total enrolment of 353 students. Student transfers both in and out are very minimal with 92% of the students remaining stationary in a given year and 8% being mobile. English as a Second Language (E.S.L.) students are minimal, making up less than 1% of the school population. A. M. Cunningham is a dual track, French Immersion/English school with French Immersion students making up 32% of the population. There is a very active parental participation in this school, especially through the formally organized Home and School Association.

PARTICIPANTS

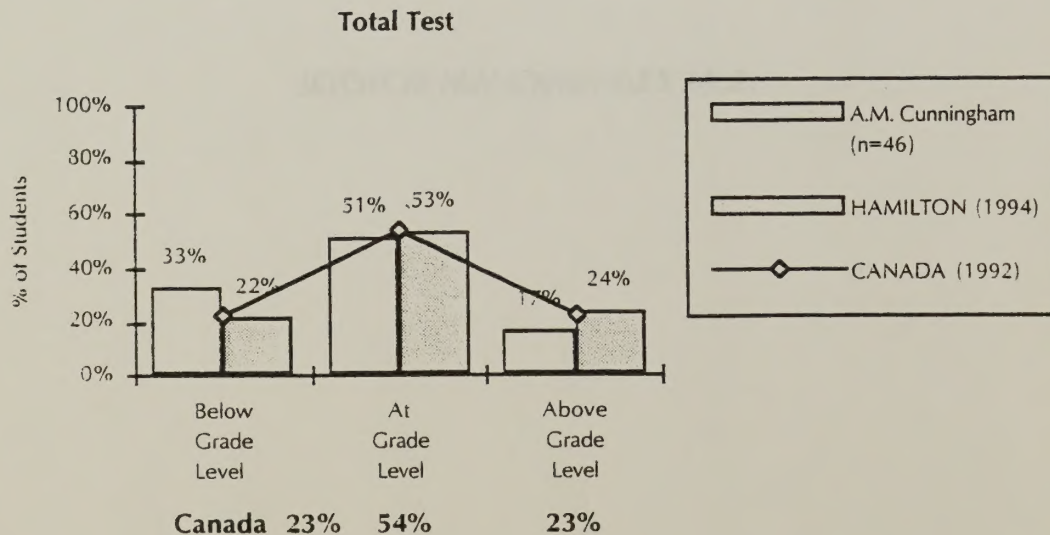
Number of students ENROLLED in Grade 3 50

Number of students for whom part or all of the test was INVALID*: <u>1</u>	Number of students ABSENT for part or all of test: <u>5</u>	Number of students COMPLETING entire test: <u>46</u>
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General Comments on students and the testing process:

Three groups of grade 3 students were tested, two by the principal and one by their own classroom teacher. Two exceptional students also completed the full battery of tests.

GRADE 3 TEST RESULTS



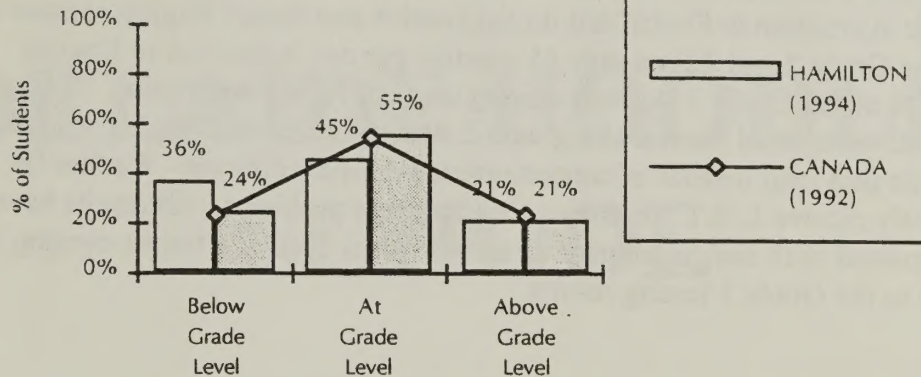
Summary Statement:

In our School 68% of our Grade 3 students scored At or Above Grade Level on the complete test compared to 77% across Hamilton and nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

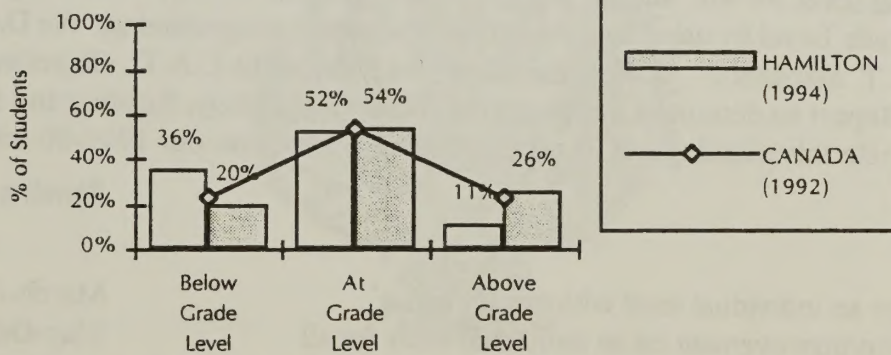
Reading Total



Canada 23% 54% 23%

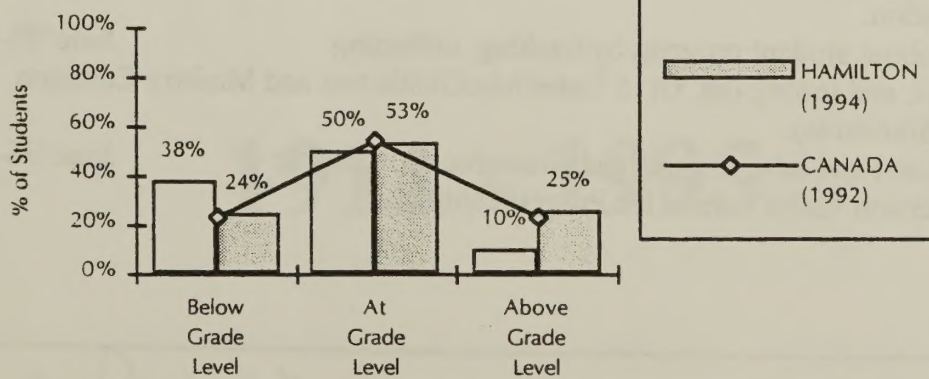
Summary Statement: In our school 66% of our Gr. 3 students scored At or Above Grade Level on the Reading component compared to 76% for the city and 77% nationally.

Language Total



Summary Statement: In our school 63% of our Gr. 3 students scored At or Above Grade Level on the Language component compared to 80% locally and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: In our school 60% of our Gr. 3 students scored At or Above Grade Level on the Mathematics component compared to 78% locally and 77% nationally.

School Interpretation: Results in Context

A. M. Cunningham School is a French Immersion Centre. French Immersion students receive the bulk of their instruction in French and do not receive any formal English lessons until Grade 2. At the Grade 2 and 3 level only 45 minutes per day is devoted to English. 17 students, or 37% of the Grade 3 students writing the test, fit this description. 4 exceptional (S.L.D.) students completed the test along with 2 Attention Deficit Disorder students. These A.D.D. students find long periods of concentration extremely difficult. 6 other Gr. 3 students currently receive L.R.T. assistance for Language problems. All results have been shared and discussed with our community on an individual basis at a recent evening meeting devoted solely to the Grade 3 testing results.

School Planning Response

• Area(s) of Focus:

At the **individual level** we will analyse and remediate for those 35% (16 students) who tested Below Grade Level by using **individualized** classroom programming, the DART process and L.R.T. assistance. At the **school level** we will use the C.A.T., Objective Competencies Report to determine our area(s) of focus - most likely, Reading and Spelling. We will incorporate this planning and its accompanying actions into our 1995-96 school plan.

• Process:

Timeline

- | | |
|--|-------------------|
| - Share results on an individual level with our parents. | March-April '95 |
| - Plan remediation/improvement on an individual basis for all students particularly those in Below Grade Level categories. | May-Oct. '95 |
| - Incorporate Area(s) of concentration into 1995/96 school plan for school wide emphasis. | May-June '95 |
| - create action plans/strategies to bring about changes in chosen area(s) of concentration. | June-Sept. '95 |
| - collect data about student <u>progress</u> by tracking, collecting work samples, and testing (eg. Gr. 5 Gates MacGinitie test and Ministry Common Curriculum Standards). | June '95-June '96 |
| - compare current and future results and strategies with another French Immersion Junior School for Programming ideas. | June '95-June '96 |

1995 05 04
date

Clarke Johnson
principal's signature

ADELAIDE HOODLESS SCHOOL



1911 - 1995

THE ADELAIDE HOODLESS SCHOOL COMMUNITY

The following is a brief overview of what's happening within our school community.

We are a school that operates with a Special Education Resource Team where our 2 Resource Teachers work in the classroom with both identified and non-identified students. Our Learning Resource Teacher has organized many volunteers who work with students and staff. These volunteers come from:

- .our community
- .McMaster University
- .Volunteer Centre of Hamilton and District.

Our students are heavily involved in volunteering as well. Mrs. Cole, our Guidance Counsellor organizes these students to volunteer at St. Peter's Hospital, and St. Peter's Church Daycare on a daily basis.

Adelaide Hoodless was the first school in Hamilton to introduce the Mediation Program. Our student mediators work with students outside at recess and in school as well. They have been trained by Lesley Cunningham and Linda Cole.

Very active in the school are our two Environment Clubs facilitated by a teacher in the Primary and Junior Level and co-ordinated by Gus Mihailovich who runs the Middle School Environment Club as well as co-ordinating two 4th year McMaster Physical Education students from the Outdoor Education program to work in all levels of our school.

We are also part of the program Athletes Helping Athletes introduced and co-ordinated by Lance Trumble and Don MacPherson.

Last, but certainly not least, our Home and School is in its ~~2nd~~^{3rd} year of existence. They have become very much an integral part of our school. To date they have been involved in

- .presenting our graduating class with a commemorative stamp of Adelaide Hoodless
- .fundraising activities
- .giving input to the writing of our Responsibility Code
- .helping to set up a parent night to discuss the Common Curriculum

Their membership has grown from 12 to 40 members.

We are a community working and growing together.

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Adelaide Hoodless Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Our school is situated in a predominantly working class area with a small section of well established middle class homes. A large percentage of homes are duplexed. Most are rented homes. Students come from many ethnic backgrounds.

In general the neighbourhood undergoes a great deal of change every year. Two new large subsidized apartment buildings have recently been built in the area. Many of our pupils have had several changes of school, some as frequent as 10 or more.

PARTICIPANTS

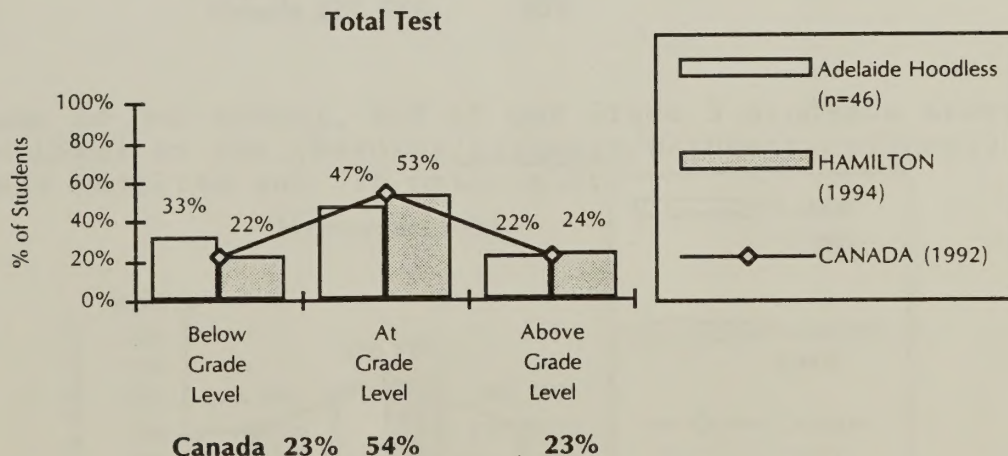
Number of students ENROLLED in Grade 3 52

Number of students for whom part or all of the test was INVALID*: 4	Number of students ABSENT for part or all of test: 2	Number of students COMPLETING entire test: 46
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General Comments on students and the testing process:

The Grade 3 tests are administrated by the teachers. Our LRT teacher co-ordinates the distribution and collection of materials. All students in Gr. 3 were tested. Exceptional and ESL students were not excluded (over)

GRADE 3 TEST RESULTS

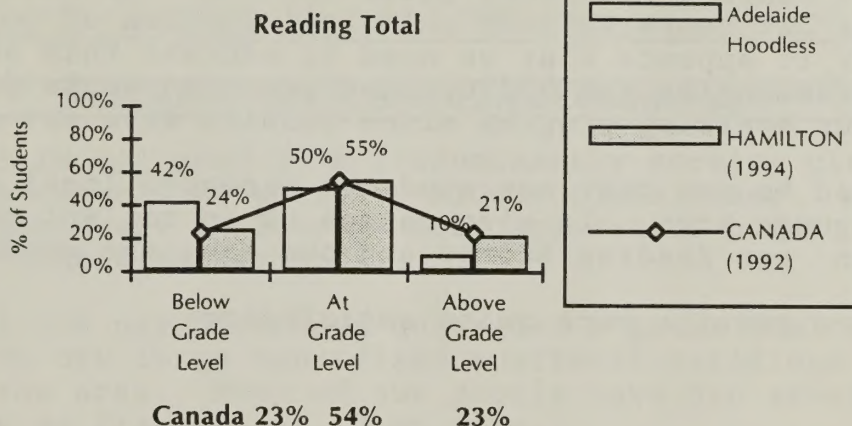


Summary Statement: In our school 69% of our Grade 3 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 77% across Hamilton and 77% nationally.

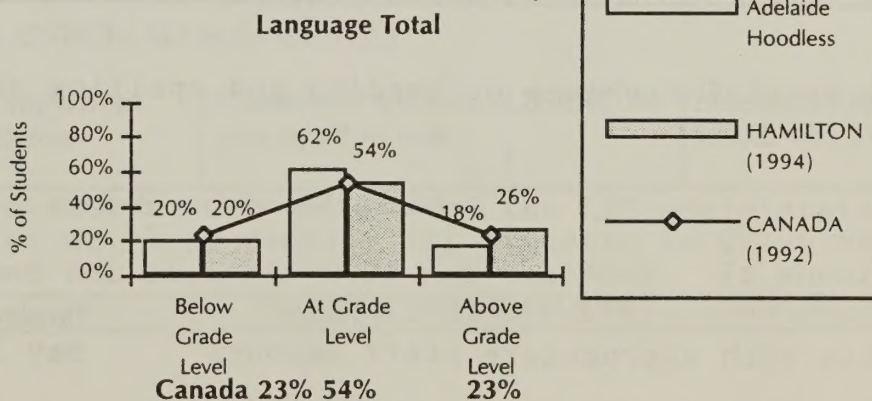
INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

This is a unique process for Gr. 3 students. No teacher assistance is given, students sit in rows and are not allowed to work co-operatively. A great emphasis is placed on auditory processing with time restrictions and requires a strong ability to focus on task.

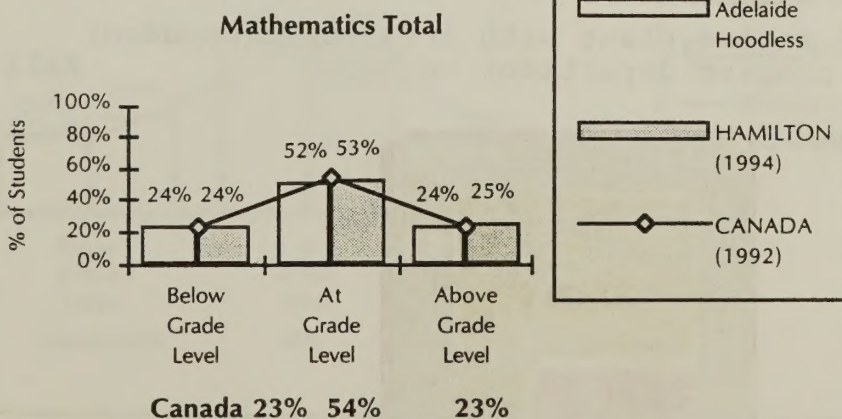
GRADE 3 TEST RESULTS



Summary Statement: In our school, 60% of our Grade 3 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 80% of our Grade 3 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 76% of our Grade 3 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Adelaide students scored well in the language and mathematics areas while scores in the reading area were **below** the city and national averages. We realize that the CAT tests reflect a limited portion of our language curriculum; however, it appears that we need to address this as we make our plans for programming in the 95/96 school year at Adelaide. We also need to focus on our spelling program since results were not as expected.

We were pleased to see that our students exceeded local and national results in the language area. It also causes us to reflect on the discrepancy between our Reading scores and our language results.

Our mathematics results were quite satisfactory.

School Planning Response

• Area(s) of Focus:

All areas, but with special emphasis on reading and spelling skills.

• Process:

- | | Timeline |
|---|-----------|
| 1. Share CAT results with appropriate staff members | May 1995 |
| 2. Establish action teams to address student and school needs. | May 1995 |
| 3. Incorporate action team recommendations in school plan. | June 1995 |
| 4. Share school and action plans with Area Superintendent and appropriate program department members. | Fall 1995 |
| 5. Implement program | Fall 1995 |

1995 05 03

date

Ken Drake

principal's signature

**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

Adelaide Hoodless Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Our school is situated in a predominantly working class area with a small section of well established middle class homes. A large percentage of homes are duplexed. Most are rented homes. Students come from many ethnic backgrounds.

In general the neighbourhood undergoes a great deal of change every year. Two new large subsidized apartment buildings have recently been built in the area. Many of our pupils have had several changes of school, some as frequent at 10 or more.

PARTICIPANTS

Number of students ENROLLED in Grade 6 54

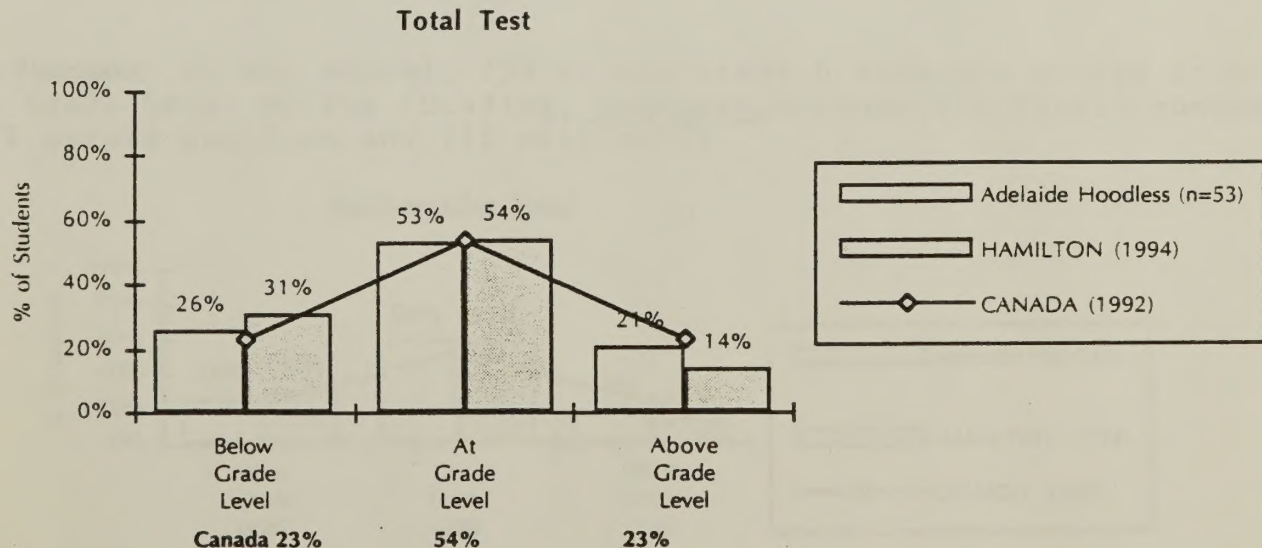
Number of students for whom
part or all of the test was
INVALID*:

Number of students ABSENT for
part or all of test: 1

Number of students
COMPLETING entire test: 53

General Comments on students and the testing process: The LRT administers and co-ordinates testing for Gr. 6 students. All students in Gr. 6 were tested. Exceptional and ESL students were not excluded. It should be noted (over)

GRADE 6 TEST RESULTS



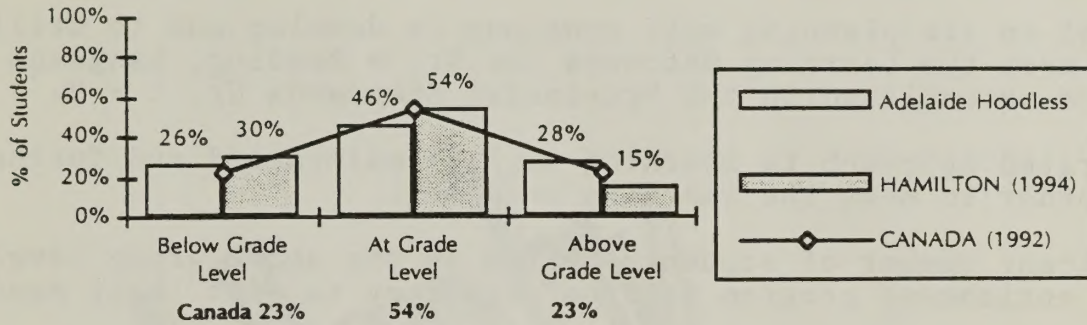
Summary Statement: In our school, 74% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 68% across Hamilton and 77% nationally.

INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

that many of the students were not familiar with the testing situation or the administrator of the test. The adjustment to middle school may also be an influencing factor.

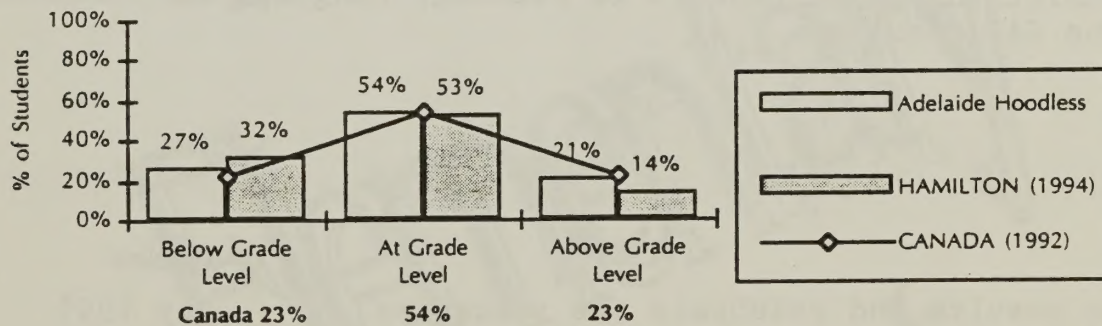
GRADE 6 TEST RESULTS

Reading Total



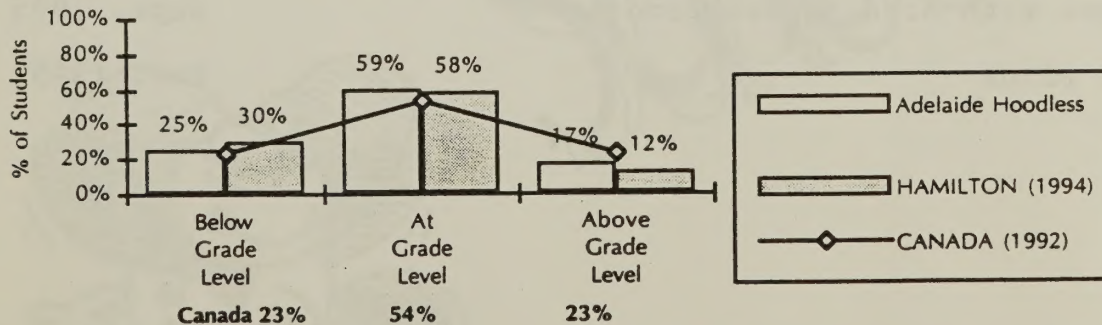
Summary Statement: In our school, 74% of our Grade 6 students scored At or Above Grade Level on the (Reading, Language/Mathematics/Total) compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: In our school, 75% of our Grade 6 students scored At or Above Grade Level on the (Reading, Language/Mathematics/Total) compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school, 76% of our Grade 6 students scored At or Above Grade Level on the (Reading, Language/Mathematics/Total) compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Adelaide students scored above Hamilton averages and comparable to National averages in all areas.

The school in its planning will continue to develop and to utilize strategies to meet the Learning Outcomes for Gr. 6 Reading, Language and Mathematics as outlined in the Provincial Standards Gr. 1 - 9.

An integrated approach to learning will be maintained and further developed in order to meet the learning outcomes.

A significant number of students scored in the above grade level category. An enrichment program will be necessary to meet their needs.

School Planning Response

• Area(s) of Focus: Maintaining the results in Reading, Language and Mathematics attained on the CAT results.

• Process:

Timeline

- | | |
|--|------------|
| 1. Review the results and celebrate the successes with staff and parents. | May 1995 |
| 2. Analyze areas to focus on for school planning process with staff and parents. | May 1995 |
| 3. Share plan with community through Home and School and Parent Council | Sept. 1995 |
| 4. Share plans with Area Superintendent | Sept. 1995 |
| 5. Implement plans | Nov. 1995 |

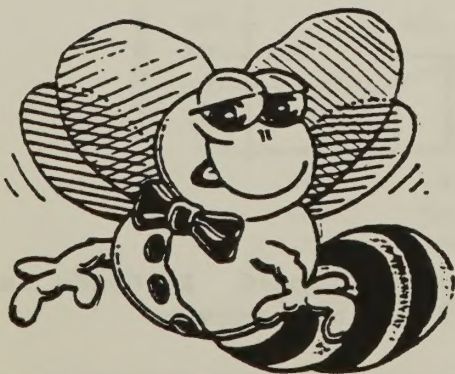
May 5/95

date

Ken Drake

principal's signature

Allenby Elementary School



Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Allenby Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Allenby is a small neighbourhood school, situated in a very supportive community. Allenby has faced the prospect of closure due to declining enrolment on more than one occasion in the past (as recently as 1991). The prospect of imminent closures has had a negative impact on providing sufficient resources to the school's budget for such items as teaching materials and reading supplies. Our community, though not affluent, is relatively stable with an 84% stationary attendance figure in the 93/94 school year. We share our site with the Mother Goose Cooperative PreSchool in addition to two popular adult education classes. We have encouraged the involvement of parent volunteers with limited results and we provide additional program support for several "at risk" students with limited Learning Resource Teacher assistance.

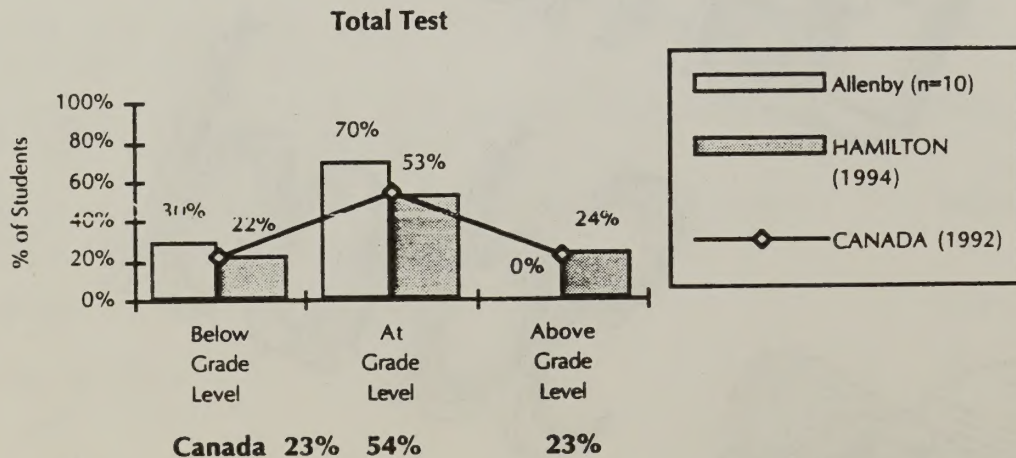
PARTICIPANTS

Number of students ENROLLED in Grade 3 10

Number of students for whom part or all of the test was INVALID*: <u>0</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>10</u>
--	---	--

General Comments on students and the testing process: 10 students only were tested. Of these ten tested, one had missed several days of school this year and five have received additional program support from either our learning resource teacher or one co-op student supervised by our speech and language pathologist. All testing was conducted over several afternoon sessions by the Grade 2/3 classroom teacher.

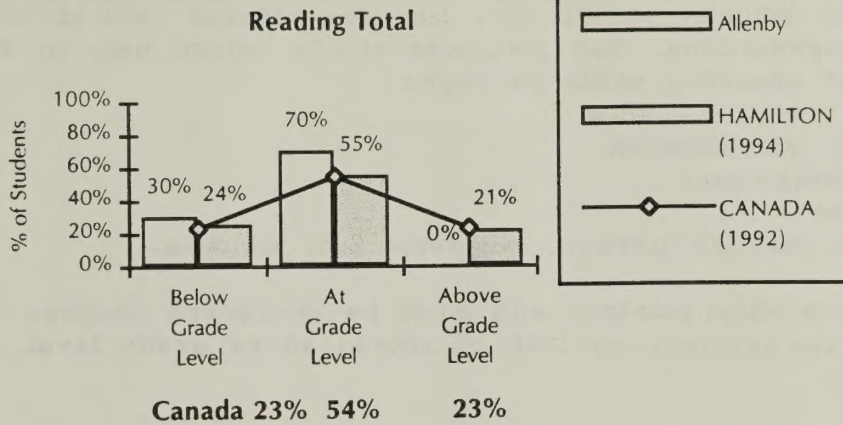
GRADE 3 TEST RESULTS



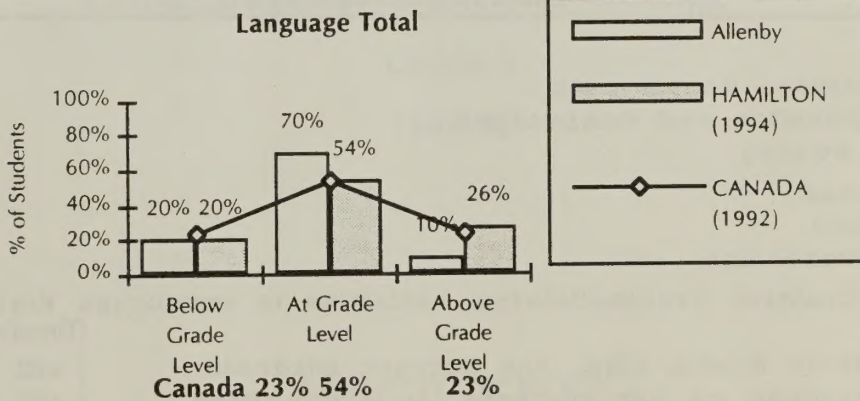
Summary Statement: In our school 70% of our Grade 3 students scored At Grade Level on the Total Test compared to 53% across Hamilton and 54% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

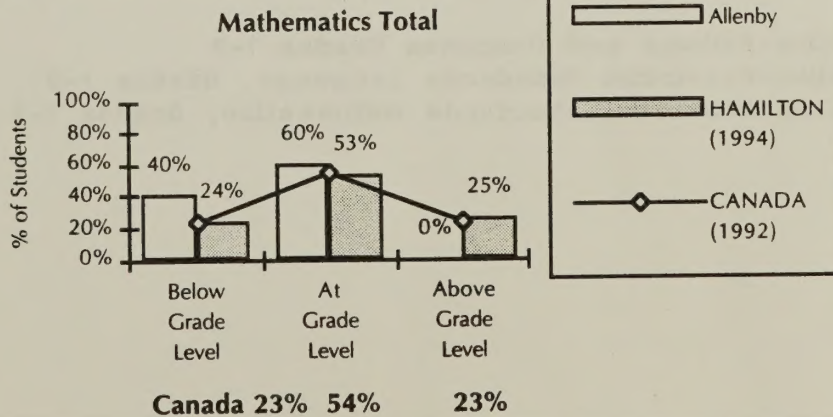
GRADE 3 TEST RESULTS



Summary Statement: In our school 70% of our Grade 3 students scored at Grade Level on the Reading Total compared to 55% across Hamilton and 54% nationally.



Summary Statement: In our school 70% of our Grade 3 students scored at Grade Level on the Language Total compared to 54% across Hamilton and 54% nationally. 10% of the Grade 3 class scored Above Grade Level on the Language Total.



Summary Statement: In our school 60% of our Grade 3 students scored at Grade Level on the Mathematics Total compared to 53% across Hamilton and 54% nationally.

School Interpretation: Results in Context

Reading remains a top priority at Allenby. Our 70% success rate is indicative of our standards and expectations. Our programs at the school help to develop reading, writing, listening and speaking skills through:

- .Book It Programs
- .Rewards for library participation
- .Oral speaking for assemblies
- .Crossgrade activities
- .Information retrieval through library, computer lab, CD Rom.

Mathematics levels were disappointing and must be addressed through the early years. Another concern with the results is the lack of scores above grade level.

School Planning Response

• Area(s) of Focus:

1. Math: .Manipulatives, mental math
.more application and computation
.Problem solving
2. Language: .Grammar
.Spelling
.Comprehension

3. Challenging and Creative Problem Solving Activities to encourage Higher Order Thinking Skills.

• Process:

In developing the 95/96 School Plan, the current academic Programs will be examined by our teachers, in a committee format, and future directions will be articulated. The teachers will use the following resource documents as a foundation for developing learning outcomes, teaching strategies, assessment practices and reporting procedures:

- .Growing Into Language(In the Primary Division)
- .Spelling Sense
- .The Common Curriculum-Policies and Outcomes Grades 1-9
- .The Common Curriculum-Provincial Standards Language, Grades 1-9
- .The Common Curriculum-Provincial Standards Mathematics, Grades 1-9

Timeline This process will begin in June '95 and continue throughout the 95/96 school year following the Curriculum Review Development and Implementation Model.

May 3 1995
date

M. D. MacKenzie
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

BENNETTO SCHOOL

- 35 -
Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Bennetto Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

A high number of Vietnamese, Cambodian students attend Bennetto. There is a high rate of student mobility -36%. Approximately 25% of our adult community has less than grade 9 education. One in four of our households has a single parent. There is a high rate of unemployment. One third of our families have a total income of (\$20,000. Poverty is a problem. Social problems (drugs, theft, violence, vandalism) are on the increase in the community. Increased class size and reduced support, due to cutbacks have added stress to the school environment. Only one student, in the school is designated-gifted. We have 3 self-contained special education classes.

PARTICIPANTS

Number of students ENROLLED in Grade 6 95

Number of students for whom
part or all of the test was

INVALID*: 10

Number of students ABSENT for
part or all of test:

18

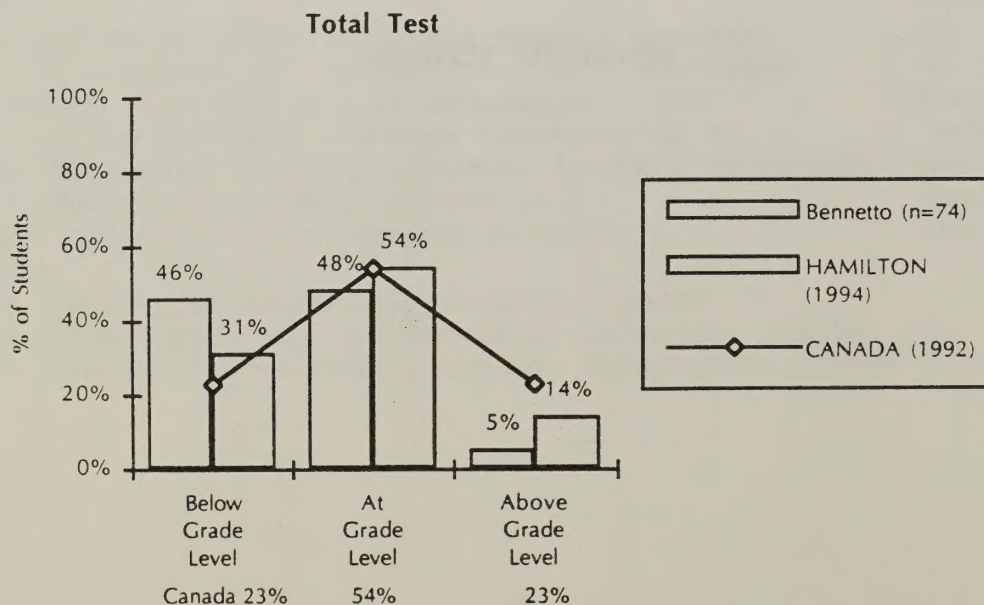
Number of students
COMPLETING entire test:

74

General Comments on students and the testing process:

We tried very hard to complete tests for all students. Attendance was a problem. Many students were intimidated by actual test situation, high anxiety.

GRADE 6 TEST RESULTS

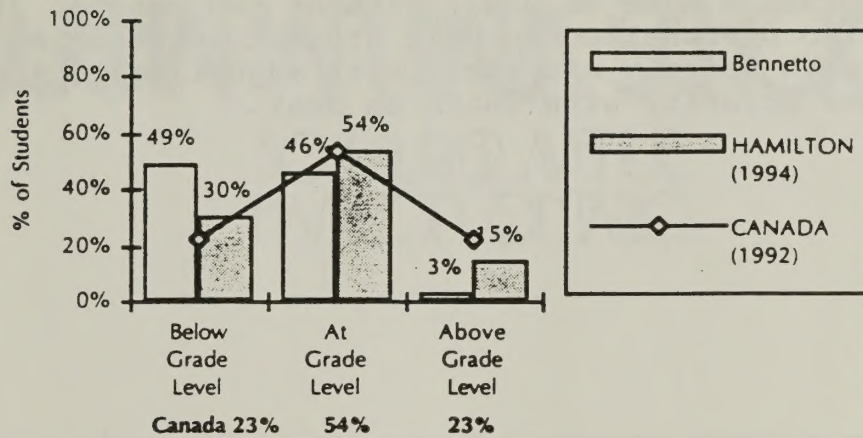


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

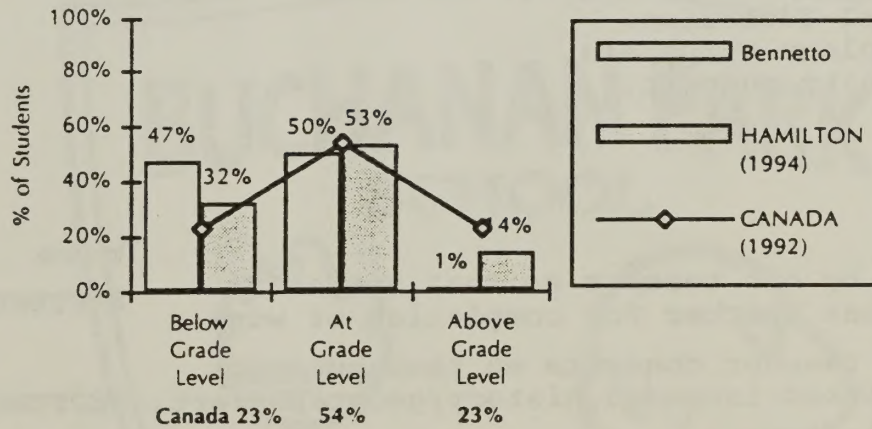
GRADE 6 TEST RESULTS

Reading Total



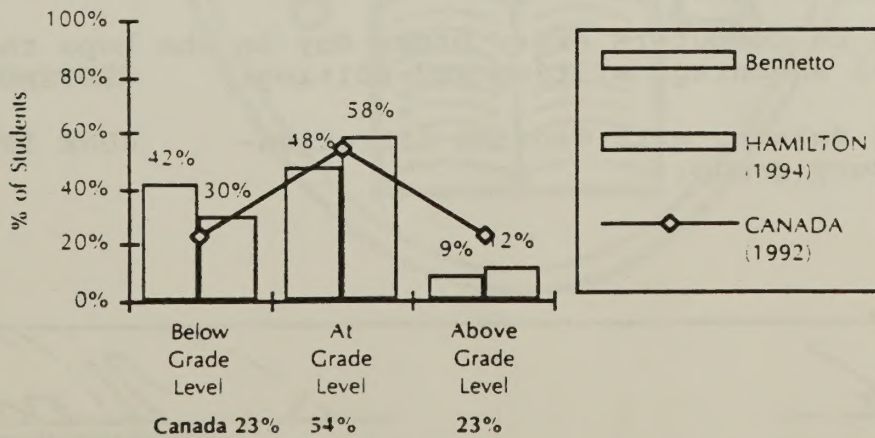
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

There is consistency in Math and Language Skills-about 50% of our students are at grade level and 50% are below level. Very few are above grade level. Since the results are consistent with the nature of the school community, we believe much of the problem must be dealt with at the school. Parents may be either unable or too overwhelmed to help students. Families in crisis homes that struggle with poverty and immigrants adjusting to a new culture have matters of higher priority with which to deal.

School Planning Response

- Area(s) of Focus:
 1. Core subjects - language and math.
 2. Special Education.
 3. Technology-computers.
 4. Community support.

- Process:

Core subjects taught by one teacher so that students are accountable to that teacher for completion of work.

Timeline

SEPTEMBER 1995

Reduce the number of teacher contacts so that subjects using language are linked-language, history/geography, art. SEPTEMBER 1995

Program modification-for students who experience difficulty because of gaps in their knowledge-possible withdrawal for resource help.

ONGOING

Evaluation procedures will continue to be designed to measure individual student growth.

ONGOING

Opportunities to work on computers every other day in the hope that word processing skills will encourage writing and editing.

SEPTEMBER 1995

Share results of this survey, with Piction Librarian-a member of our advisory group.

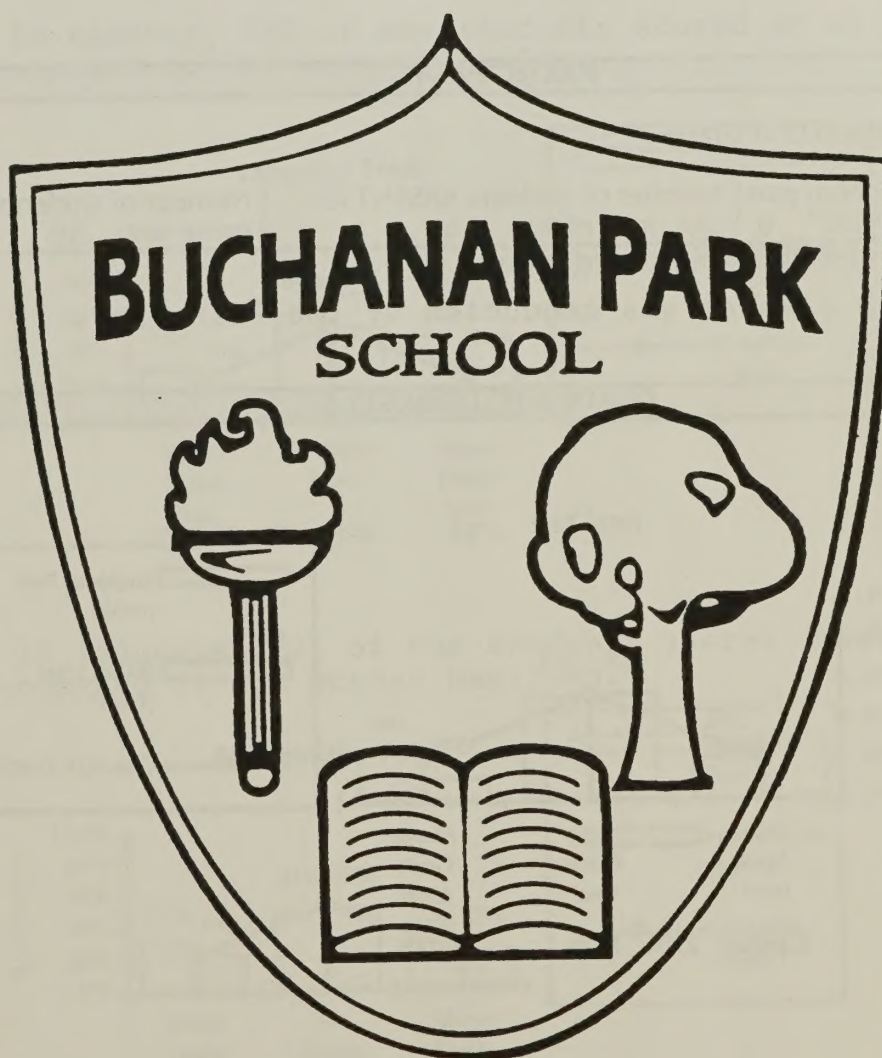
JUNE 1995

May 4/95
date

[Signature]
principal's signature

BUCHANAN PARK SCHOOL

30 LAURIER AVENUE
HAMILTON, ONTARIO



Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Buchanan Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Buchanan Park is a JK to Grade 5 school with a student population of 239. The school has an active, involved Parent Group. The community predominantly has English as its first language. The school has a very low mobility rate, with few transfers in and out.

PARTICIPANTS

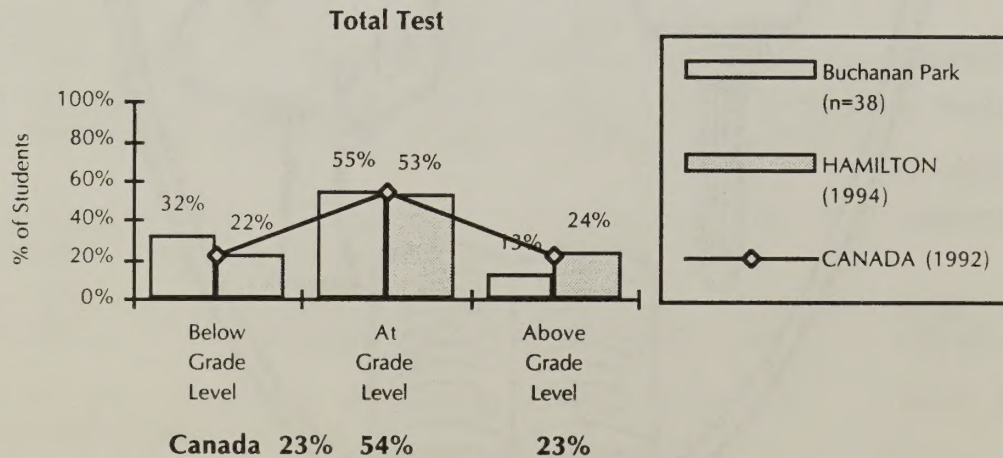
Number of students ENROLLED in Grade 3 42

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 4	Number of students COMPLETING entire test: 38
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General Comments on students and the testing process:

Testing for both classes was conducted by the Principal.

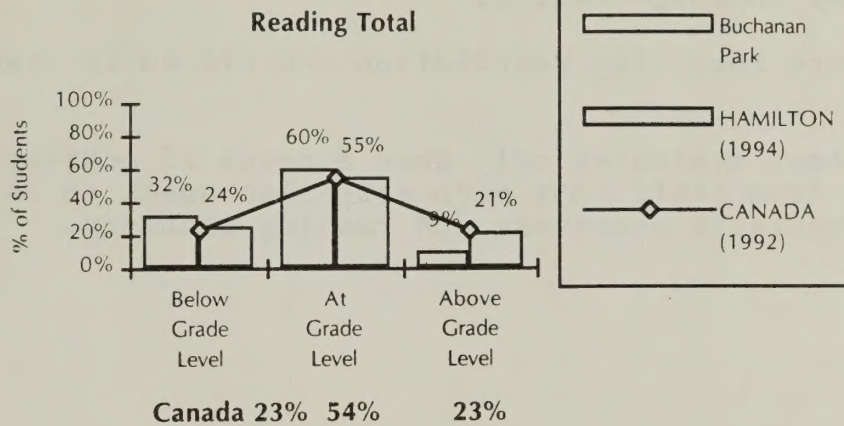
GRADE 3 TEST RESULTS



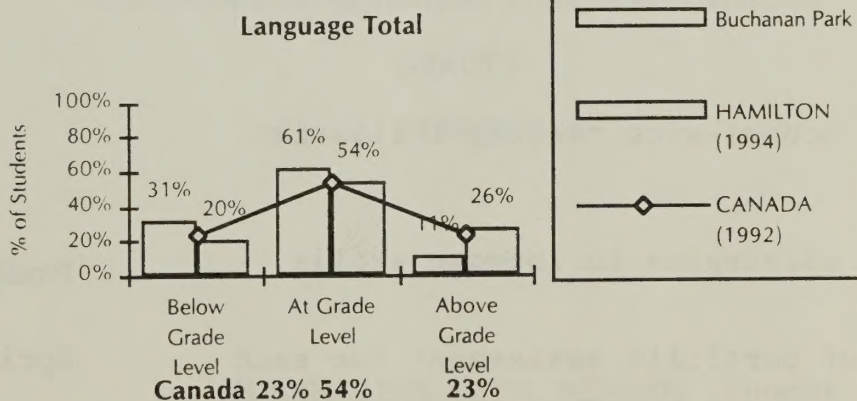
Summary Statement: Overall, 68% of the students scored at or above grade level. 32% scored below grade level.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

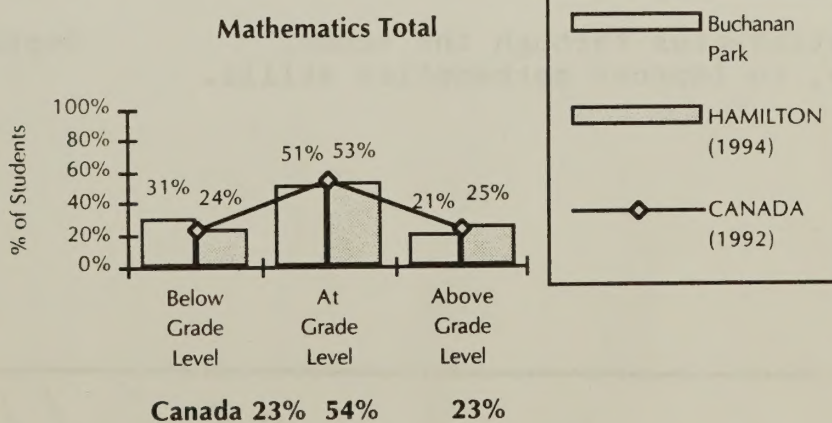
GRADE 3 TEST RESULTS



Summary Statement: In reading, 69% of our students scored at or above grade level, compared to 76% across Hamilton.



Summary Statement: In language, 72% of our students scored at or above grade level, compared to 80% across Hamilton.



Summary Statement: In mathematics 72% of our students scored at or above grade level, compared to 78% across Hamilton.

School Interpretation: Results in Context

- In September, teachers have identified these Grade 3 students as having particularly weak language skills.

Many students are receiving remediation and did so in Grade One and Two.

While the CAT test evaluates only some aspects of achievement, there is recognition from staff that more attention needs to be given in the area of linguistic awareness and reading recovery.

School Planning Response

- Area(s) of Focus:

Reading

- continuation of school-wide reading initiative

Mathematics

- Process: development of strategies to improve skills

Timeline

- | | |
|---|-----------------|
| Establishment of portfolio assessment for each student in the school. | Spring, 1995 |
| School plan focus on collecting and tracking language skills. | September, 1995 |
| Pilot Project - Open Court Reading series | September, 1995 |
| Development of strategies through the school planning process, to improve mathematics skills. | September, 1995 |

May 4, 1995

date

C. Scaini / M. Water
principal's signature
on behalf of M. Babcock.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

BURKHOLDER DRIVE SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 6, 1994-95

Burkholder Drive Elementary School

Burkholder Middle School is located in an area of established homes approximately 30 to 40 years old. Forty percent of our students live in this area. Forty-five percent of our students live in new subdivisions on the south mountain which consist of town-house complexes and single-family dwellings. In the 1991 Census Canada report, we are reported to be 90% English speaking. Burkholder is a magnet middle school for English as a Second Language students (10% of student population) for the central mountain.

The census showed the median family income is \$50,500. Lone-parent families identified themselves at 10%. Our school staff find our parents to be well-informed and supportive. Classes are very large at the grade 6 level this year (34 to 36 students per class). The mobility rate in our community is 5%.

PARTICIPANTS

Number of students ENROLLED in Grade 6 128

Number of students for whom
part or all of the test was
INVALID*: 18

Number of students ABSENT for
part or all of test: 7

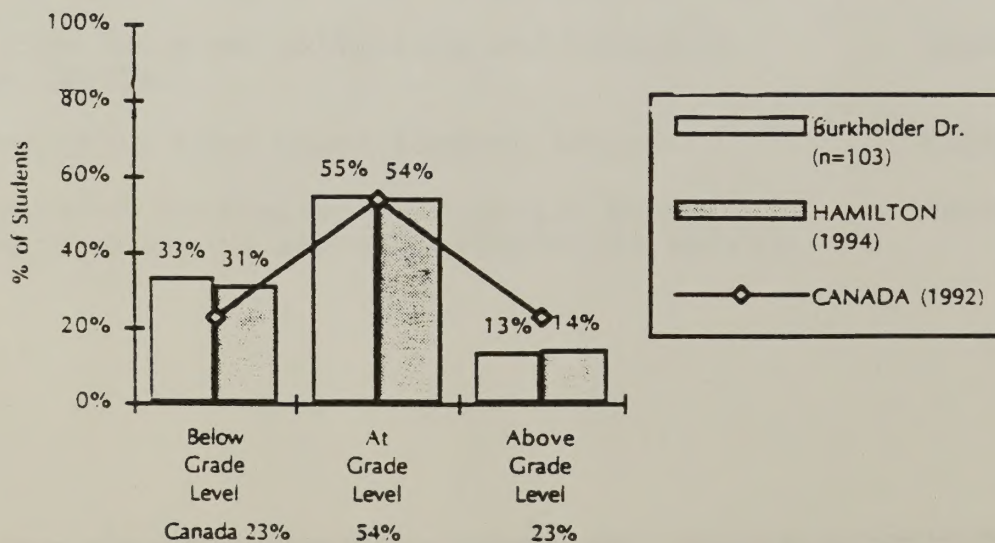
Number of students
COMPLETING entire test:
103

General Comments on students and the testing process:

Testing was conducted by our two Grade 6 Core (English, Math, Social Studies) teachers in accordance with the test administration directions. Self-Contained, Exceptional students and English as a Second Language students were not included in test results but exceptional students in the regular class were included.

GRADE 6 TEST RESULTS

Total Test

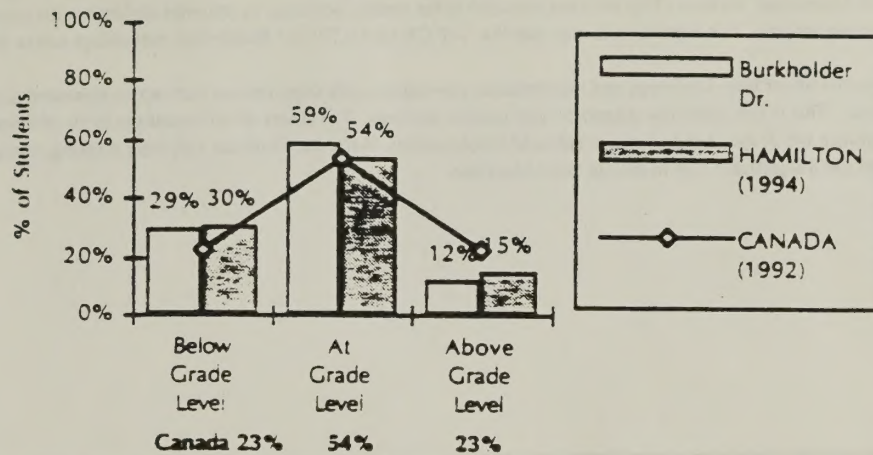


Summary Statement:

In our school, 68% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics Total) compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT.

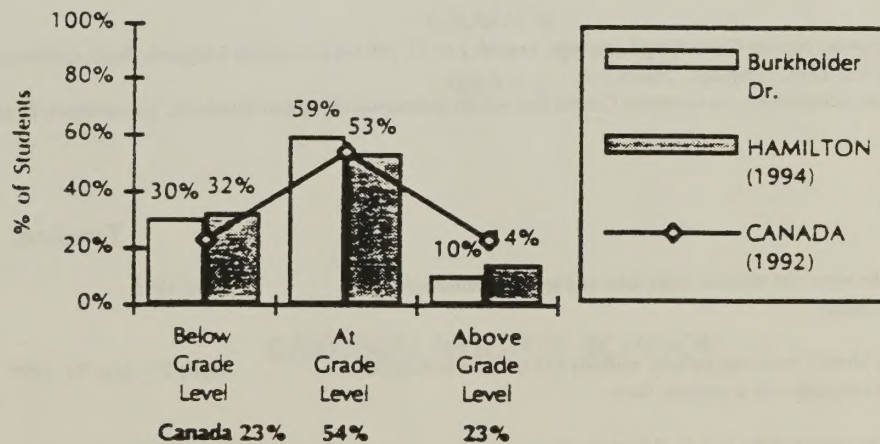
Reading Total



Summary Statement:

In our school, 71% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics Total) compared to 69% across Hamilton and 77% nationally.

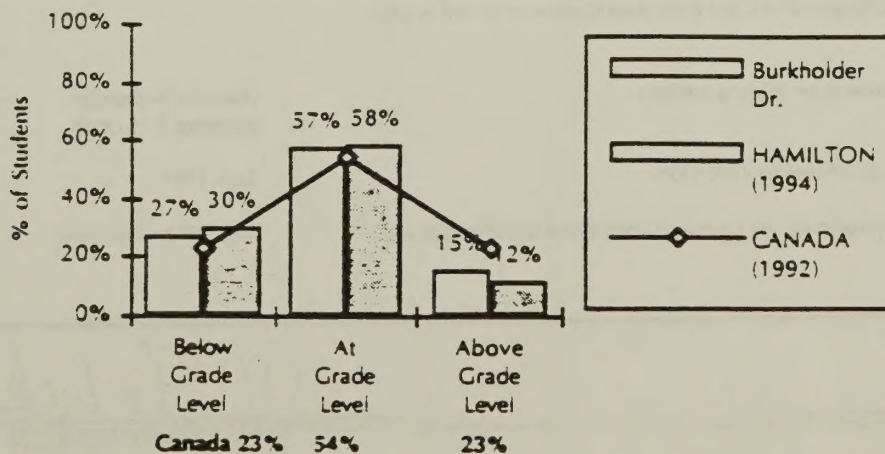
Language Total



Summary Statement:

In our school, 69% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics Total) compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school, 72% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics Total) compared to 70% across Hamilton and 77% nationally.

- 45 -

School Interpretation: Results in Context

In the Fall of 1994, 38% of our student population consisted of Grade 6 transfers into Burkholder from area Junior schools. Classes this year are very large, 34 - 36 students per class. The timetable was reorganized in November 1994 to create smaller Math and Language groups for grade 6 students. ESL (10%) and self-contained exceptional students (5%) were not included in the results, however, exceptional students in the regular class 8% were involved in the testing & reporting process. It is significant to note that the "AT GRADE LEVEL" Burkholder percentage scores were above the national and local levels.

The C.A.T. 2 scores assess only a portion of our total Language and Mathematics curriculum, only these aspects that can be measured in pencil-paper tests using a multiple-choice format. This is one particular diagnostic tool used at one time. The scores do not assess the skills of listening, speaking, writing, attitudes and perseverance which are so significant in terms of Employability Skills and Skills for Life-long learning, components emphasized in the Common Curriculum and a significant role in middle level education.

School Planning Response

• Area(s) of Focus:

- 1) delivery of quality language programming relating Celebrating Language, English 2 to 12, and the Burkholder Language Skills Continuum to the Common Curriculum and its provincial standards, Language, Grades 1-9.
- 2) delivery of quality math programming incorporating the Common Curriculum and its companion Provincial Standards, Mathematics, Grade 1-9.

• Process:

Timeline

- | | |
|---|--|
| 1) Principal will prepare C.A.T. 2 results report for trustees, share total and specific results with feeder schools (Thornbrae and Franklin Road) | April 1995 |
| 2) English team will celebrate "Reading Month" involving parents, students and teachers to heighten awareness for and develop a practice for reaching with a purpose, daily. | April 27 - May 24, 1995 |
| 3) English & Math teams will examine the results of the C.A.T. 2 Test scores | April - May 1995 |
| 4) Staff will design & approve a core timetable for all Grade 6, 7 & 8 students for 1995/1996. Core will include English & Math taught by one teacher in a 1 2 <u>day</u> setting). | May 1995 |
| 5) English & Math teams will meet to plan program for next year using curriculum, provincial standards C.A.T. 2 results, Burkholder Continuum of English Skills, and HBE Math Continuum as well as other materials & information. | June 1995 |
| 6) English & Math teams will continue to meet as per teaming schedule | Alternate Wednesday mornings 8:15 - 8:45 |
| 7) English & Math teams will complete an action plan for 1995 1996 | Sept. 1995 |
| 8) Resource staff will design & implement programs in the Learning Center aimed at challenging and extending language programs for students. | Sept. 1995 - June 1996 |

May 03/95
date

JC Forbeck
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

CARDINAL HEIGHTS SCHOOL



Canadian Achievement Tests (2nd Edition) Grade 6, 1994-95

Cardinal Heights Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Cardinal Heights is a Middle School (Grades 6-8) with 430 students. There are a total of 135 Grade 6 students plus some S.L.D. students. We have a large influx of students with a diverse socio-economic background. Mobile families are making more of an impact on our school community. There are over 1000 town house units and several large apartment buildings in the immediate area. We also find a larger number of single parent families.

PARTICIPANTS

Number of students ENROLLED in Grade 6 135 + S.L.D.

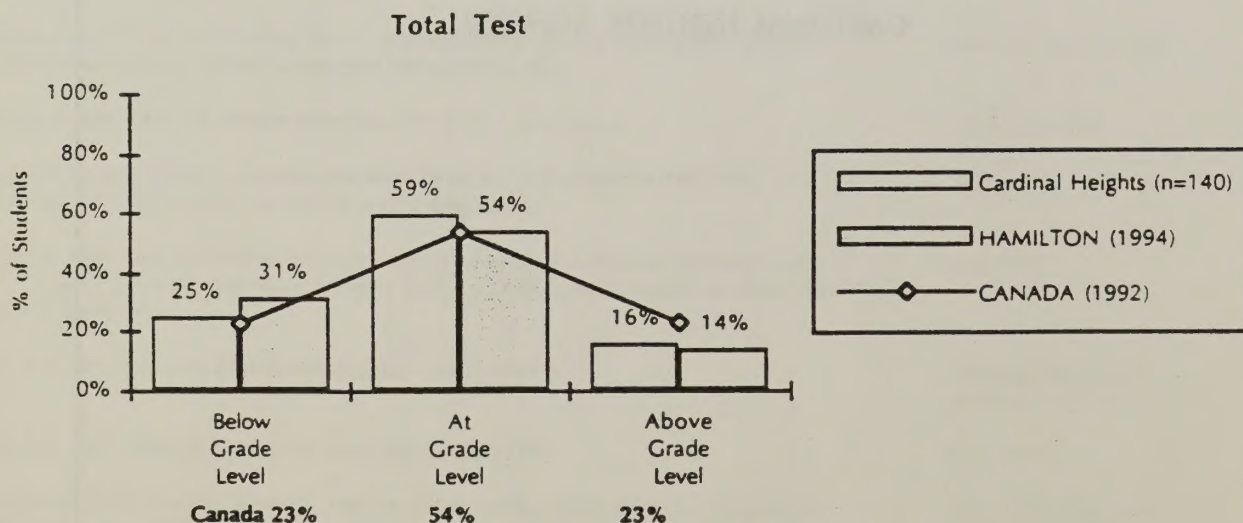
Number of students for whom
part or all of the test was
INVALID*: NIL

Number of students ABSENT for
part or all of test:
NIL

Number of students
COMPLETING entire test:
(135 + SLD) = 140

General Comments on students and the testing process: Students were tested over several days with rest periods built in. Teachers were given in-service by the Guidance Counsellor prior to administering the tests. Absent students were difficult to follow up on, lengthening the CAT process markedly.

GRADE 6 TEST RESULTS

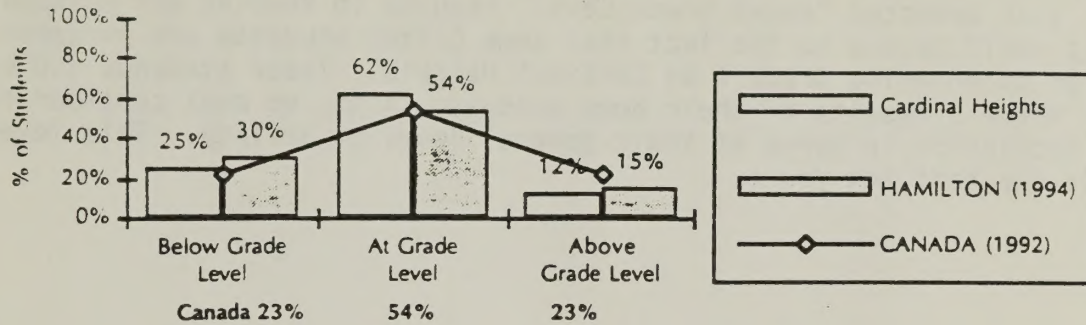


Summary Statement: Results were about what we expected (75% at or above grade level). However, we expected that "Above Grade Level" of 16% was low for students entering Cardinal Heights compared to the Canada wide 23%.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

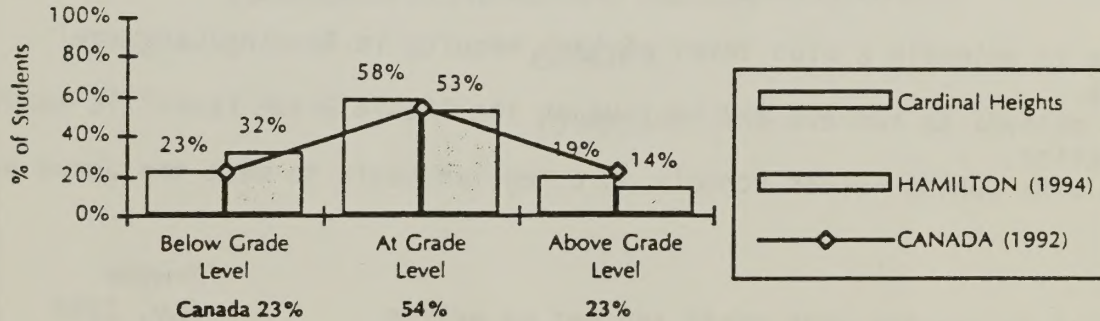
GRADE 6 TEST RESULTS

Reading Total



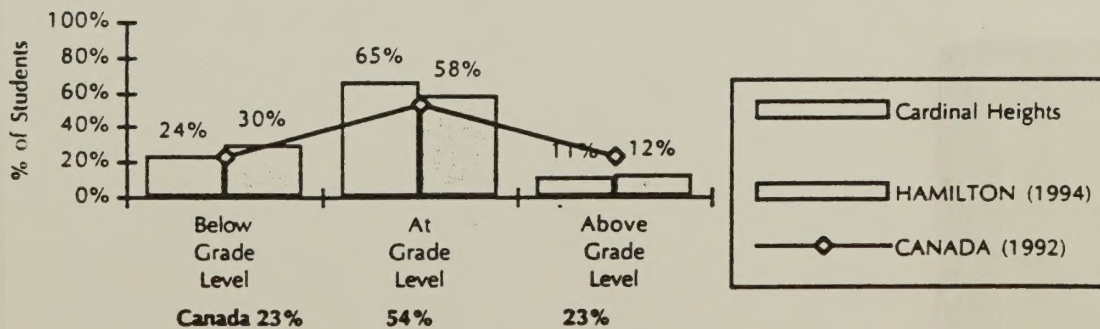
Summary Statement: 74% of Cardinal students scored at or above Grade Level in Reading. We were concerned about only 12% Above Grade Level compared to 15% for the rest of the city.

Language Total



Summary Statement: 77% of Cardinal students scored at or above Grade Level in Language. This compared to 67% for Hamilton and 77% for Canada.

Mathematics Total



Summary Statement: 76% of Cardinal students scored at or above Grade Level in Mathematics. This compared to 70% for Hamilton and 77% for Canada. Again, we were concerned about only 11% Above Grade Level as compared to 12% for the rest of Hamilton.

School Interpretation: Results in Context

In general, results appear to be good in most areas. However, we are concerned about the lower than expected "Above Grade Level" results in Reading and Mathematics. Reasons for this could be due to the fact that some Gifted students are streamed out of our area prior to entering Grade 6 at Cardinal Heights. These students had been included in the Grade 3 results of their home schools. Also, we must consider our general school population in terms of their general level of ability. This level has been dropping in the past few years.

School Planning Response

• Area(s) of Focus:

1. To continue to maintain a high level of test results in Reading/Language/Mathematics.
2. To develop methods to address and improve on the "Above Grade Level" in Reading and Mathematics.
3. To liaison with Junior Feeder schools on a regular basis to meet the above areas of focus.

• Process:

1. To review C.A.T. results with staff and set up action team.
2. Action team develop an action plan to address our area(s) of focus and to assure the plan reflects the Common Curriculum Policies and Outcomes.
3. To include the action plan into the school plan.
4. Share plan with Area Superintendent.
5. Implementation of school plan.

Timeline

May, 1995

June, 1995

Sept., 1995

Sept./Oct., 1995

Ongoing



95-05-05

date

principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

C. B. STIRLING SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

C. B. Stirling Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

(See title page)

PARTICIPANTS

Number of students ENROLLED in Grade 3 47

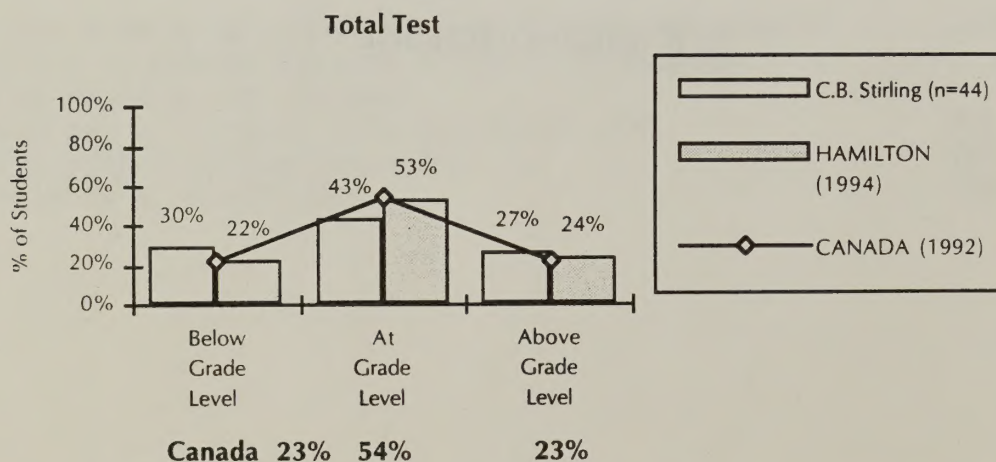
Number of students for whom part
or all of the test was INVALID*: 3

Number of students ABSENT for
part or all of test: 0

Number of students COMPLETING
entire test: 44

General Comments on students and the testing process: *L.R.T. co-ordinated staff in-service, distributed, collected & processed the C.A.T.. Classroom teachers administered the test. Three recently enrolled E.S.L. not tested; remaining E.S.L. & Special Ed'n students were included. The test setting was unique for the students as the teacher did not assist them, there was no group work/collaboration; and, they were required to work under time constrictions.*

GRADE 3 TEST RESULTS

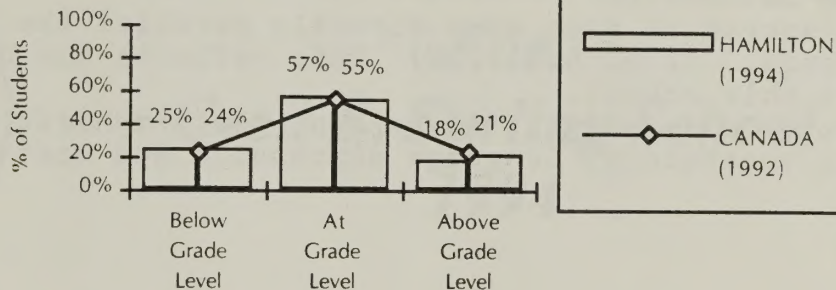


Summary Statement: *In C. B. Stirling 70% of our Grade 3 students scored at or above grade level on the (Reading/Language/Math) components as compared to 77% across Hamilton and 70% nationally. Noteworthy is the fact that 27% of Grade 3 students scored above grade level compared to 24% across Hamilton and 23% nationally.*

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

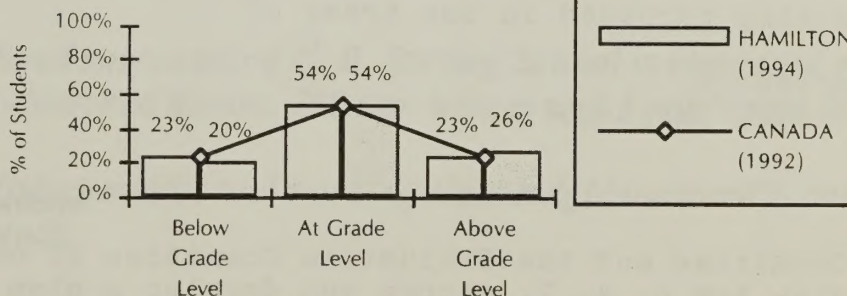
Reading Total



Canada 23% 54% 23%

Summary Statement: At the grade 3 level in reading 75% of students scored at grade level or above compared to 76% across Hamilton and 77% nationally.

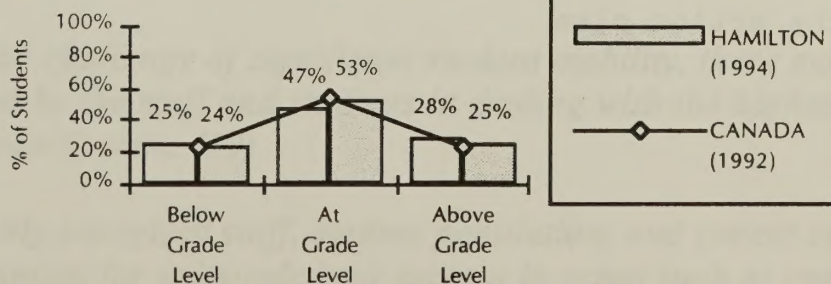
Language Total



Canada 23% 54% 23%

Summary Statement: At the grade three level in language 77% of students scored at grade level or above compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Canada 23% 54% 23%

Summary Statement: At the grade three level in math 75% of students scored at grade level or above compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

- . the results of this test were accurately predicted by the teachers of this school
- . a positive result is noted at the grade three level where overall there are 27% of students functioning at above grade level while the system reports 24% and the nation 23%
- . the language total scores in each area directly parallel the language total scores in Canada. (23%, 54%, 23%) This reflects the diversity of students who attend this school.
- . from the Administrator's summary it is evident that emphasis will be focussed on reading vocabulary, language expression and most notably spelling.

School Planning Response

• Area(s) of Focus:

Committee to review C.A.T. results to make recommendation to the staff for school planning purposes in the areas of

- . spelling
- . language expression
- . enrichment (math, language)

• Process:

Timeline

The Spelling Sense Committee and the Evaluation Committee of our present School Plan will review the C. A. T. scores and develop a plan that will include:

- a celebration of the positive aspects of the results
- an analysis of the "Below Average" scores and "Above Average" scores
- an action plan to bring about changes in programming and/or teaching strategies in the areas identified above.
- communication of the action plan

May 2, 1995
date

D. Baetjer
principal's signature



Report On The Canadian Achievement Test For Cecil B. Stirling School 1994

Nature Of The School and Community

This JK - 8 school benefits from an active, supportive parent community, volunteers, and Home and School Association.

The neighbourhood surrounding C. B. Stirling School is composed of 415 single detached homes, 55 semi-detached homes, 700 row houses and 5 apartment detached duplexes.

This well-established middle and working class neighbourhood is composed of a variety of ethnic backgrounds.

A large number of lone-parent families live here — many of whom receive some form of social assistance.

The mobility factor in this community as well as the number of student transfers in and out of our school exceeds the average for Hamilton. This has a significant impact on delivery of program.

In addition to the challenge of significant student mobility, there exists the accommodation challenges faced by the staff and students in dealing with the highest number of Portable Classrooms in our System. (10)

However, a highly energized staff, student population, and parent community have created a positive environment for acknowledged success in areas such as computer skills, extra curricular activities, and academic performance.

The staff, students, and parents of C. B. Stirling are proud of our image in the Community and the System.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

C. B. STIRLING SCHOOL

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

C. B. Stirling Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

(See page 1)

PARTICIPANTS

Number of students ENROLLED in Grade 6 64

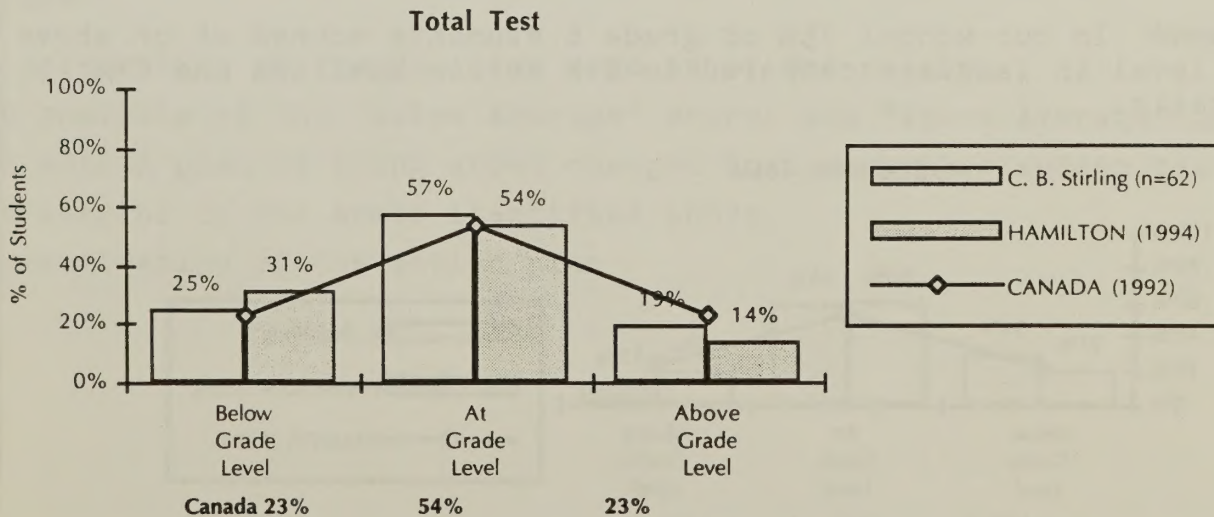
Number of students for whom
part or all of the test was
INVALID*: 2

Number of students ABSENT for
part or all of test:

Number of students
COMPLETING entire test:
62

General Comments on students and the testing process: *L.R.T. co-ordinated staff in-service, distributed, collected and processed the C.A.T. The grade 6 English/Math teachers administered the test. Two recently enrolled E.S.L. students were not administered the test. The remaining E.S.L. students and exceptional students were included. Tests were administered at various times of the day due to timetable constraints.*

GRADE 6 TEST RESULTS



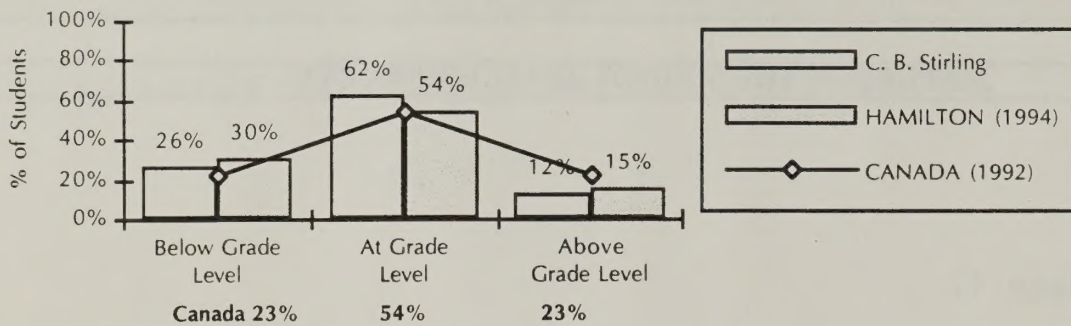
Summary Statement:

In our school 76% of our Grade 6 students scored at or above grade level on the (Reading/Language/Math Total.) compared to 68% across Hamilton and 77% nationally.

INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

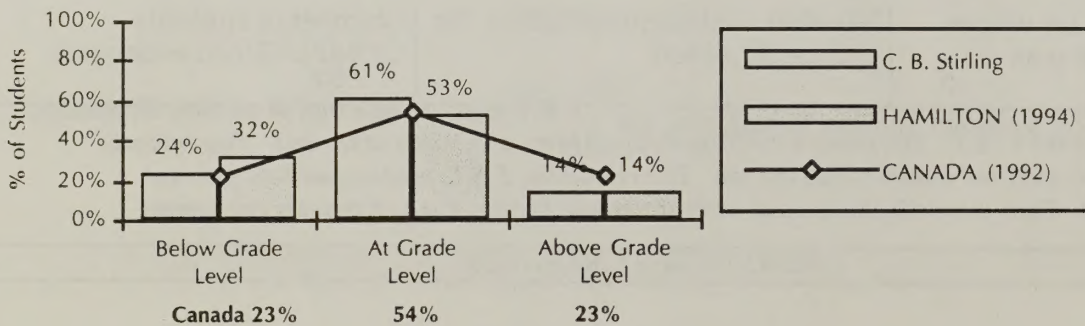
GRADE 6 TEST RESULTS

Reading Total



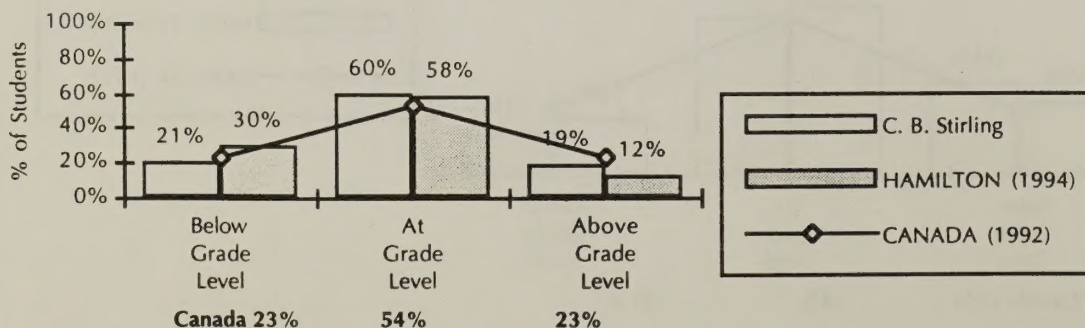
Summary Statement: In our school 74% of grade 6 students scored at or above grade level in Reading compared to 69% across Hamilton and 77% nationally.

Language Total



Summary Statement: In our school 75% of grade 6 students scored at or above grade level in language compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school 79% of grade 6 students scored at or above grade level in math compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

- . although two recently arrived E.S.L. students did not take the test, all other students including other E.S.L. and exceptional students were tested and scores are included in this report.
- . the results of this test were accurately predicted by the staff of this school
- . the grade six students adjustment to Middle School and many teacher contacts may have affected the results
- . from the administrator's summary it is evident that emphasis needs to be placed on language expression and most notably spelling
- . programs need to address the challenge of moving "at grade level students" to the "above grade level range" in reading and language

School Planning Response

• Area(s) of Focus:

Committee to review C.A.T. results to make recommendation to the staff for school planning purposes in the areas of

- . spelling
- . language expression
- . enrichment (math, language)

• Process:

Timeline

The Spelling Sense Committee and the Evaluation Committee of our present School Plan will review the C.A.T. scores and develop a plan that will include:

- a celebration of the positive aspects of the results
- an analysis of the "Below Average" scores and "Above Average" scores
- an action plan to bring about changes in programming and/or teaching strategies in the areas identified above.
- communication of the action plan

May 2, 1995
date

P. Boettger
principal's signature

Report On The Canadian Achievement Test For Cecil B. Stirling School 1994



Nature Of The School and Community

This JK - 8 school benefits from an active, supportive parent community, volunteers, and Home and School Association.

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This well-established middle and working class neighbourhood is composed of a variety of ethnic backgrounds.

A large number of lone-parent families live here — many of whom receive some form of social assistance.

The mobility factor in this community as well as the number of student transfers in and out of our school exceeds the average for Hamilton. This has a significant impact on delivery of program.

In addition to the challenge of significant student mobility, there exists the accommodation challenges faced by the staff and students in dealing with the highest number of Portable Classrooms in our System. (10)

However, a highly energized staff, student population, and parent community have created a positive environment for acknowledged success in areas such as computer skills, extra curricular activities, and academic performance.

The staff, students, and parents of C. B. Stirling are proud of our image in the Community and the System.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

CENTENNIAL SCHOOL

- 61 -

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Centennial Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Centennial has a high number of students whose background is other than English (more than 1/3 of our community). Our student mobility rate is 27% as compared to 10% across Hamilton. More than one third of our community is characterized by low income families, one parent families and adults with less than a Grade 9 education. This makes it challenging to have parents heavily involved in their child's schooling.

PARTICIPANTS

Number of students ENROLLED in Grade 3 68

Number of students for whom part or all of the test was INVALID*: 9

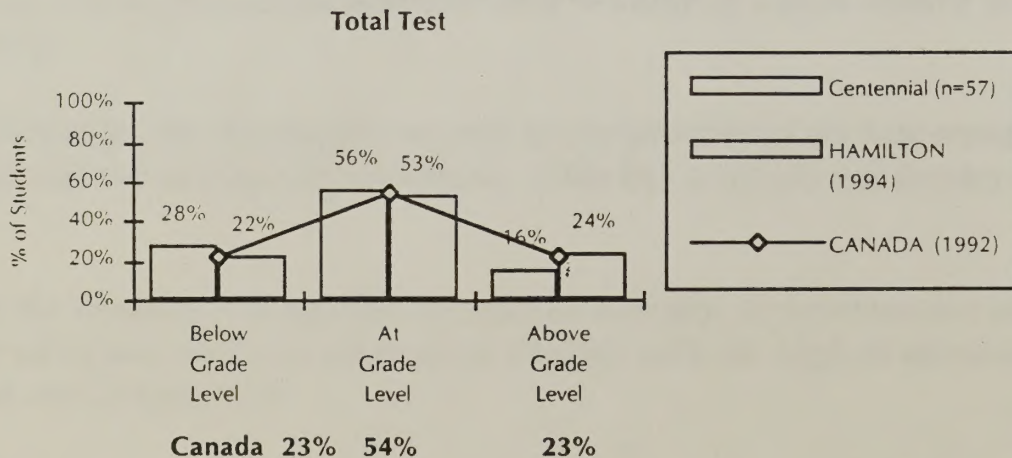
Number of students ABSENT for part or all of test: 2

Number of students COMPLETING entire test: 57

General Comments on students and the testing process:

For nine students, all or part of the test was INVALID due to English as a Second Language.

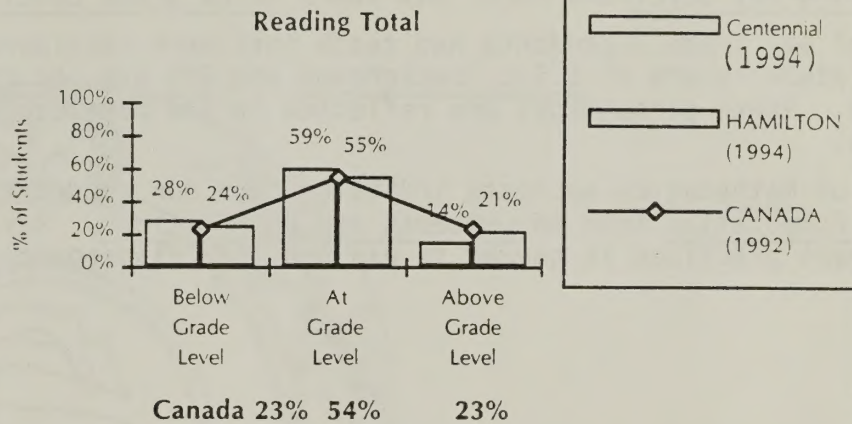
GRADE 3 TEST RESULTS



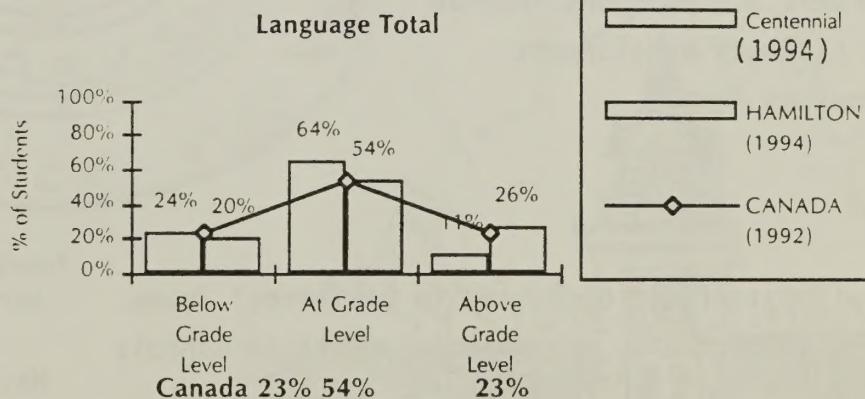
Summary Statement: In our school 72% of our students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

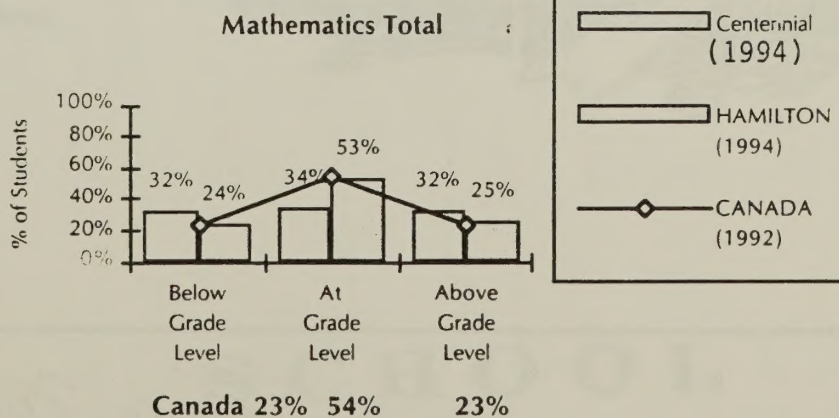
GRADE 3 TEST RESULTS



Summary Statement: In our school 73% of our students scored at or above grade level in Reading compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school 75% of our students scored at or above grade level in Language compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school 66% of our students scored at or above grade level in Mathematics compared to 78% across Hamilton and 77% nationally. Closer examination of Mathematics subtests indicates that our students are much more successful in Math Computation than in Concepts and Applications.

School Interpretation: Results in Context

- .Demographic and student mobility play a significant role in the results for Centennial. Although our results exceed the Hamilton average of students At Grade Level, we have fewer students Above Grade Level and more that score Below Grade Level.
- .Although only 13% of our Grade 3 students had tests that were considered 'invalid', 37% of our Grade 3 students are of E.S.L. background and 22% are 'At risk' requiring Resource Assistance. These percentages are reflected in the percentages at 'Below Grade Level' scores.
- .Closer examination of Mathematics subtests indicates that our students are much more successful in Math Computation than in Concepts and Applications. Review of our program and assessment practices is needed to explore this discrepancy.

School Planning Response

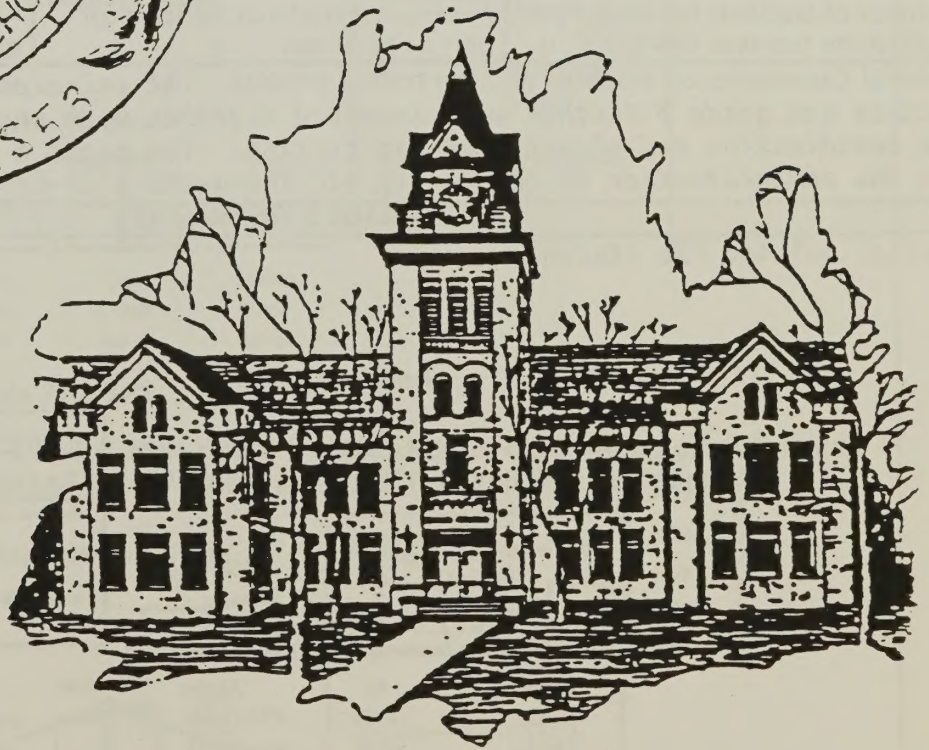
- Area(s) of Focus: Resource/E.S.L. Support Program
Early Literacy Development
Mathematics Review
- Process:

	Timeline
.Results are shared with staff and discussed in Divisional Teams.	April '95
.School Results Report submitted to the Superintendent of Schools and to the Superintendent of Program.	May '95
.School Directions Committee works to examine data, discuss program implications and begin to formulate the Action Plans.	May '95
.Rough draft of the Action Plans are vetted through whole staff and Parent Group.	June '95
.Inform parents and community of school and system results and the Action Plans through school newsletter and meetings.	June/Sept. '95

May 2/95
date

Linda Miller
principal's signature

CENTRAL



SCHOOL

CAT

1995

Principal
Ms. S. Fox

- 65 -

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Central Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Central School is a unique community in the downtown core of Hamilton. We pride ourselves as being one of the smallest schools in the city with the biggest heart. We are rich in history and tradition as we are the oldest public school in Upper Canada. Diversity is our greatest strength, languages, culture, socio-economics, families and home dwellings. The school population is 45% new Canadians. There are 23 languages spoken by the students and families of Central. We are fortunate to have an active and supportive Home and School Association. Education is valued by the families and community of Central.

PARTICIPANTS

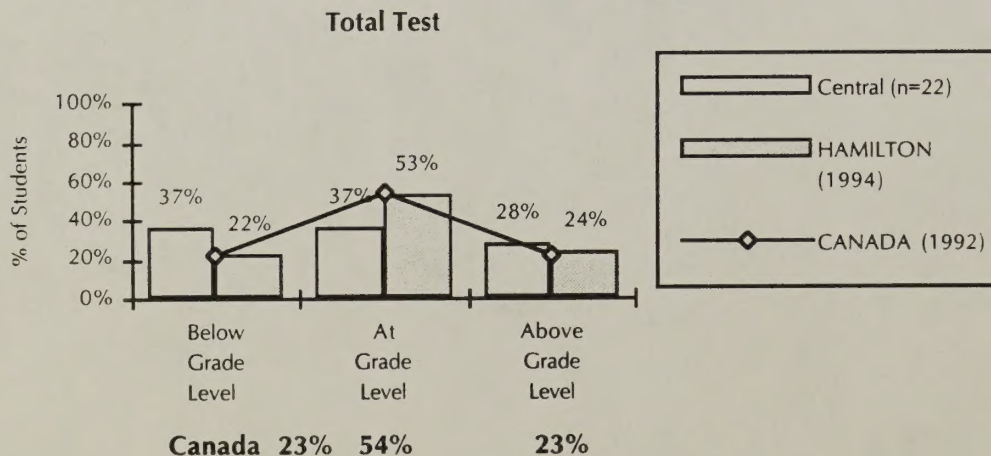
Number of students ENROLLED in Grade 3 22

Number of students for whom part or all of the test was INVALID*: <u>0</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>22</u>
--	---	--

General Comments on students and the testing process: The principal, learning resource teacher and grade 3 teacher were involved together with ongoing inservice as well as the coordination and planning of the testing. The grade 3 teacher was responsible for the administration of the CAT to all the grade 3's. Of all the Gr.3 students

GRADE 3 TEST RESULTS

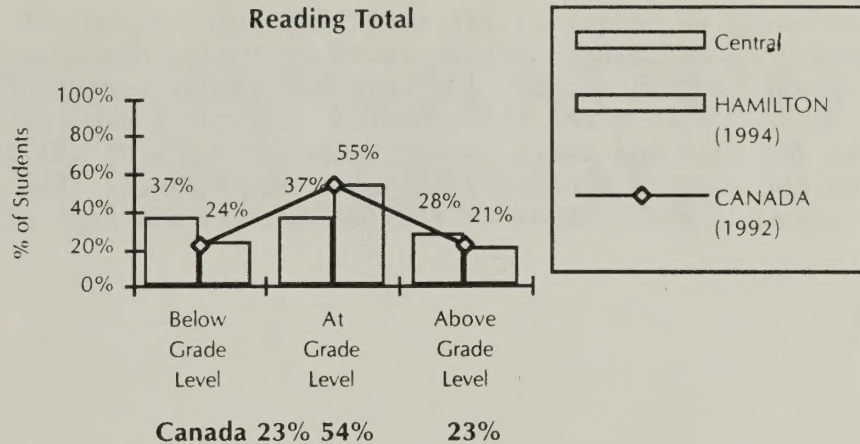
tested, 36% are ESL students.



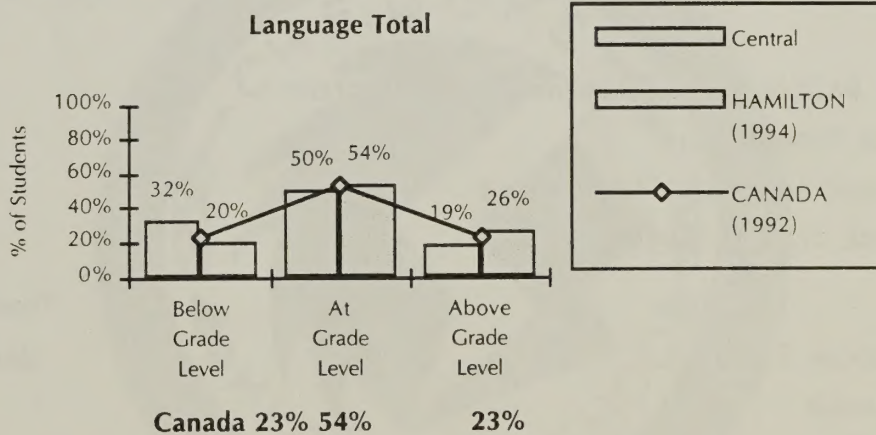
Summary Statement: In our school, 65% of our grade 3 students scored At or Above Grade Level on the Total test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

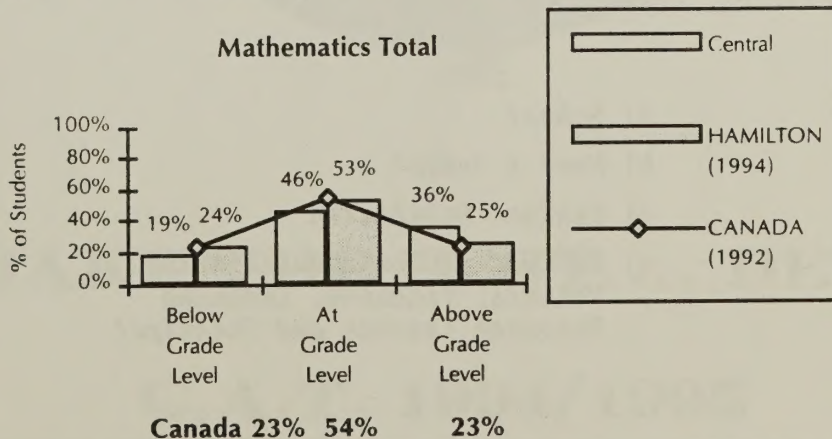
GRADE 3 TEST RESULTS



Summary Statement: In our school, 65% of our grade 3 students scored At or Above Grade Level on the Reading Total compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 69% of our grade 3 students scored At or Above Grade Level on the Language Total compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 82% of our grade 3 students scored At or Above Grade Level on the Mathematics total compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The Central School community is unique in its diversity celebrating 45% of the student population as new Canadians, therefore English is their second language. 36% of the grade 3 students who wrote the CAT are ESL students and receive direct ESL resource support on a regular basis. All of the ESL students in grade 3 have lived in Canada two years or less when the test was administered. The majority of the grade 3 students that are not receiving ESL support scored At or Above grade level. The effective program focus we provide at Central School is accredited with our high success in achievement.

School Planning Response

• Area(s) of Focus:

- 1) Whole Language - Writing - Assessment and Evaluation
- 2) Learning Resource Programming
- 3) English as a Second Language Programming
- 4) School Wide Social Skills Program

• Process:

- 1) School Plan - Action Plans
- Review

Timeline

June '94-June '95

- 2) Partnerships - Community Links

June '94-June '95

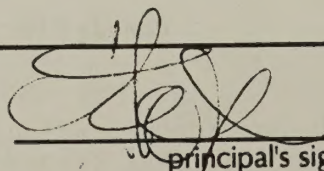
- 3) Communication, Celebration, Response

Plan

- a) School
- b) Home & School
- c) Central Newsletter
- d) Individual Conferences with
Parents, Teachers, Learning
Resource Teacher and Principal

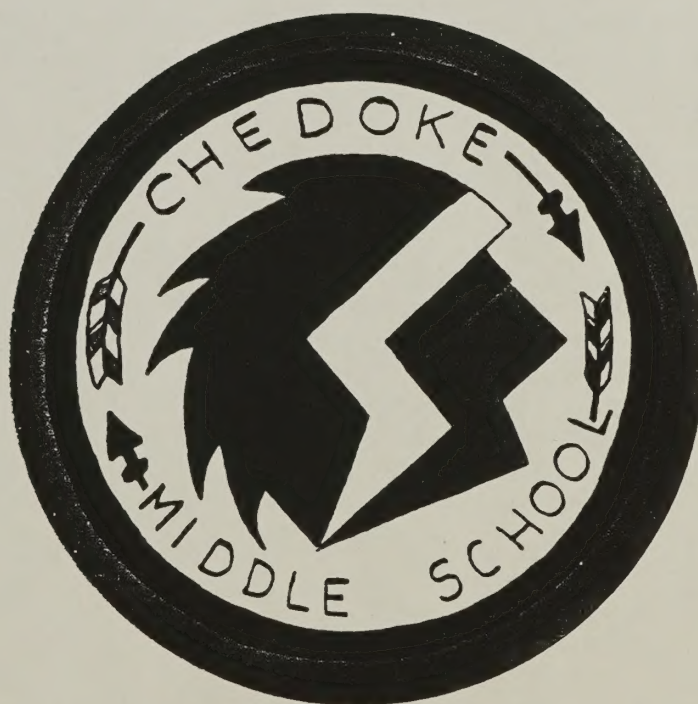
1995 May 05

date



principal's signature

CHEDOKE MIDDLE SCHOOL



WE MAKE THE BEST.....BETTER!

C.A.T. 1994/1995

Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Chedoke Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Chedoke Middle School serves a large section of the west mountain. The population of 500 combines the students of five primary/junior "feeder" schools - Buchanan Park, Gordon Price, Holbrook, Mountview and Seneca. We serve a community which reflects a wide racial diversity with English however, being the predominant language. The socio-economic structure tends to be a cross-section but most significantly middle class. Our population tends to be stationary throughout the school year with a low incidence of mobility (2%). In 1994/95 our school organization consisted of seven grade six classes, six grade seven classes, six grade eight classes, two S.L.D. classes (integrated) and one comprehensive class (self-contained).

PARTICIPANTS

Number of students ENROLLED in Grade 6 176

Number of students for whom
part or all of the test was
INVALID*: 4

Number of students ABSENT for
part or all of test: 10

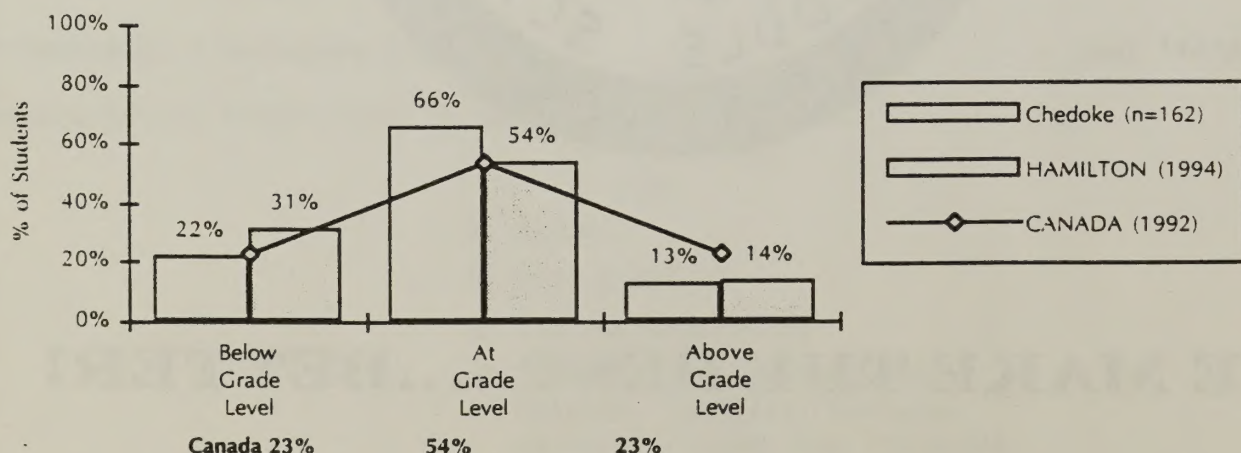
Number of students
COMPLETING entire test: 162

General Comments on students and the testing process:

The test was administered by the grade 6 English teachers, over a period of several days where interruptions were avoided through careful timetabling. Our students tend in general to embrace new tasks with enthusiasm and an eagerness to do well. Within our testing group we included students who have English as a second language and students who have been deemed exceptional in learning.

GRADE 6 TEST RESULTS

Total Test



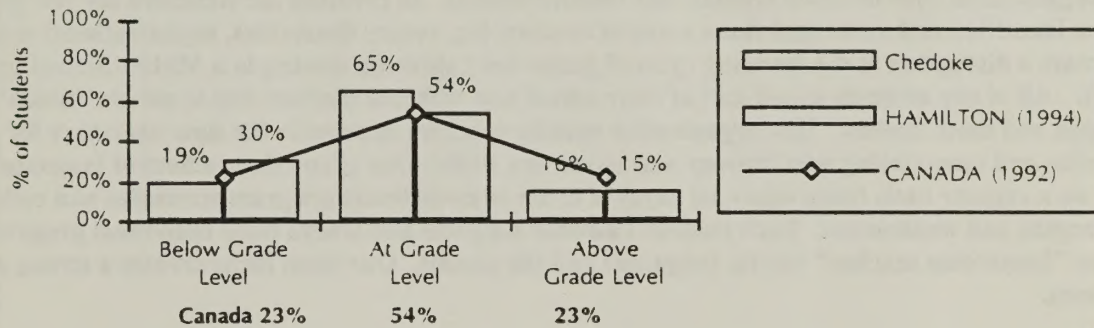
Summary Statement:

At Chedoke 79% of our grade six students scored at *at or above grade level* on the *Total Test* compared to 68% across Hamilton and 77% nationally. This success reflects our organizational structure where the transitional needs of grade six students were given a high priority in planning.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

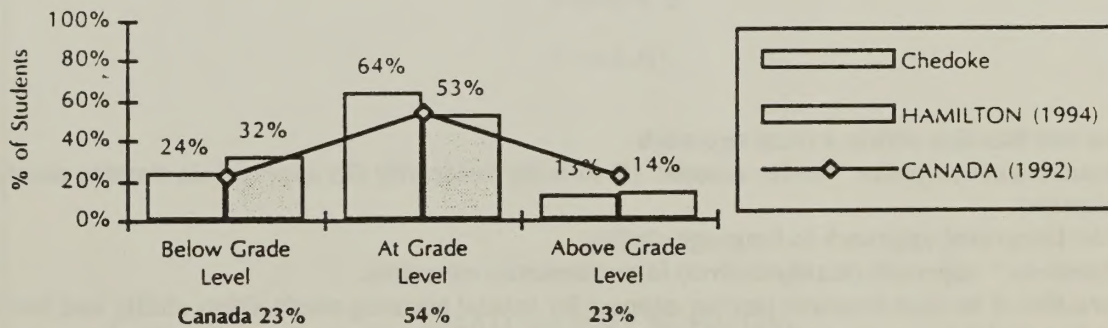
GRADE 6 TEST RESULTS

Reading Total



Summary Statement:

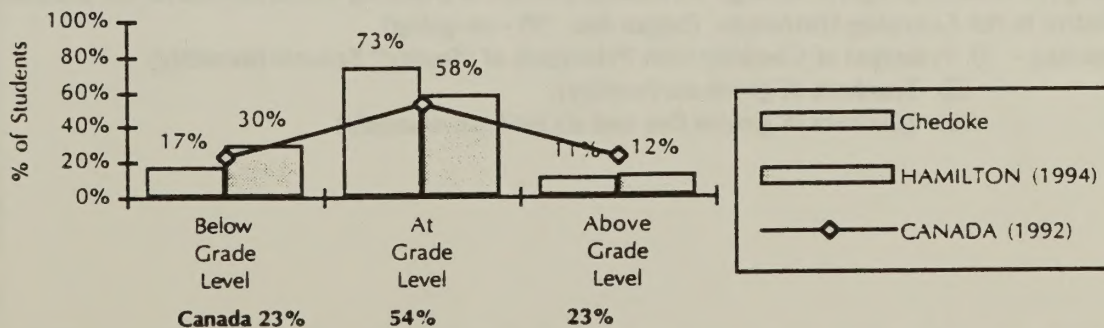
At Chedoke 81% of our grade six students scored *at or above grade level* in the *Reading Test* (Phonics, Structure, Vocabulary and Comprehension) compared to 69% across Hamilton and 77% nationally. This reflects our commitment to daily reading in our school-wide curriculum.



Summary Statement:

At Chedoke 77% of our grade six students scored *at or above grade level* in the *Language Test* (Mechanics and Expression) compared to 67% across Hamilton and 77% (same) nationally. This reflects our focus of Language Across The Curriculum where expectations are consistent in all subject classrooms.

Mathematics Total



Summary Statement:

At Chedoke 84% of our grade six students scored *at or above grade level* in the *Mathematics Test* (Computation, Concepts and Applications) compared to 70% across Hamilton and 77% nationally. This reflects the organizational structure of the grade six program where students are provided with blocks of time for the development of math related skills.

School Interpretation: Results in Context

We are proud of our grade six results at Chedoke Middle School. Our grade sixes in general have made the transition to a middle school organization with minimal trauma and relative success. In creating the structure for our grade six students this year we identified and addressed those areas of concern (eg. rotary timetables, organizational skills, etc.) which commonly create a disruption in the learning cycle of junior level students moving to a Middle School (grades six, seven and eight). All of our students spend half of their school day with one teacher who is able to "block" timetable for language and math studies. This organization enables teachers to provide the time necessary for developing, reinforcing and remediating new literacy and numeracy skills. Our grade six teachers of language and math plan together on a regular basis (once every six days) in order to co-ordinate program strategies and collectively identify student strengths and weaknesses. Each student's advisor supports and tracks their individual progress in consultation with the "homeroom teacher" (math, language) and the parent. Our team focus creates a strong support system for our students.

School Planning Response

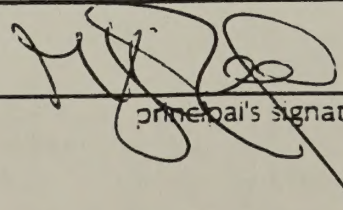
• Area(s) of Focus:

- To continue to plan and function within a team approach.
- To plan with the teachers of our junior "feeder schools" (5) in order to identify the appropriate starting points: strengths and weaknesses.
- To continue with the integrated approach to language studies.
- To build on the "hands-on" approach (manipulatives) in mathematics education.
- To reinforce the practice of in-class resource teacher support for special learning needs. (high ability and low ability)
- To incorporate the Provincial Language and Mathematics Standards, 1995 while implementing The Learning Outcomes Approach as outlined in The Common Curriculum - Policies and Outcomes Grades 1 - 9, 1995.

Process:

- In-service for Teaching Staff - Common Curriculum/Learning Outcomes (began Sept. '94 - on-going)
- Monitoring/Planning for student progress through a common process of tracking which focuses in the Indicators of Success (skills) relative to the Learning Outcomes. (began Jan. '95 - on-going)
- Regular Team Planning - (i) Principal of Chedoke with Principals of "feeder" Schools (monthly)
 - (ii) Teachers of grade six (weekly)
 - (iii) Teachers of grades five and six (at least monthly)

95-5-5
date


principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

DALEWOOD SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 6, 1994-95

Dalewood Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- Dalewood Programs:
- Regular English classes
 - Gifted English (grades 6, 7, 8)
 - French Immersion (grades 6, 7, 8)
 - 1 SLD (self-contained)
 - 1 SERT program
 - 1 Behavioural program
- we have a home and school association and work closely with parents and our feeder schools.
- there are very few student transfers throughout the year.

PARTICIPANTS

Number of students ENROLLED in Grade 6 134

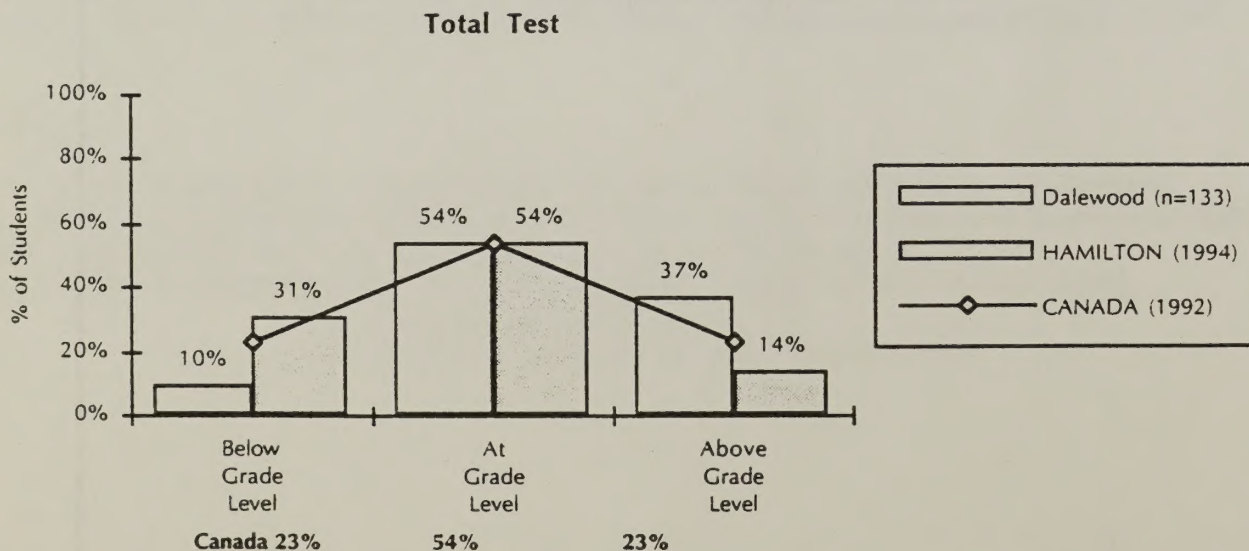
Number of students for whom
part or all of the test was
INVALID*: 0

Number of students ABSENT for
part or all of test: 1

Number of students
COMPLETING entire test: 133

General Comments on students and the testing process: The testing was completed by the language teachers, each of whom have previously administered these tests and were aware of the process. Our grade 6 french immersion class did this together in their English program.

GRADE 6 TEST RESULTS

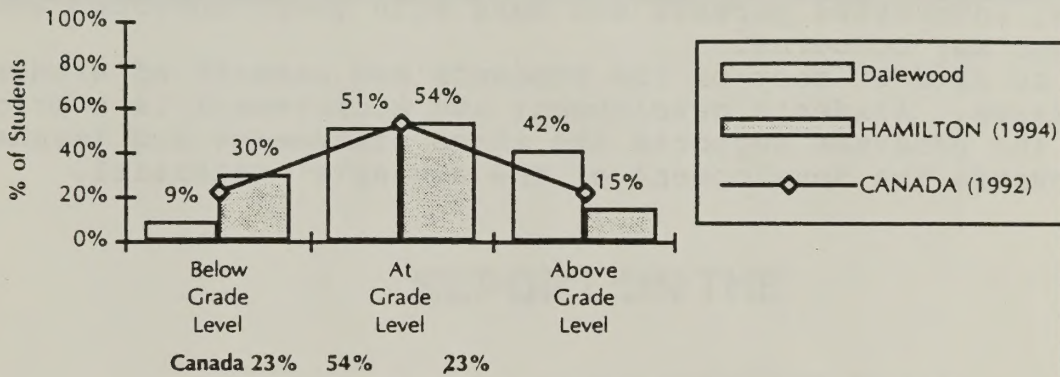


Summary Statement: In our school 91% of our grade 6 students scored at or above grade level on the total test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

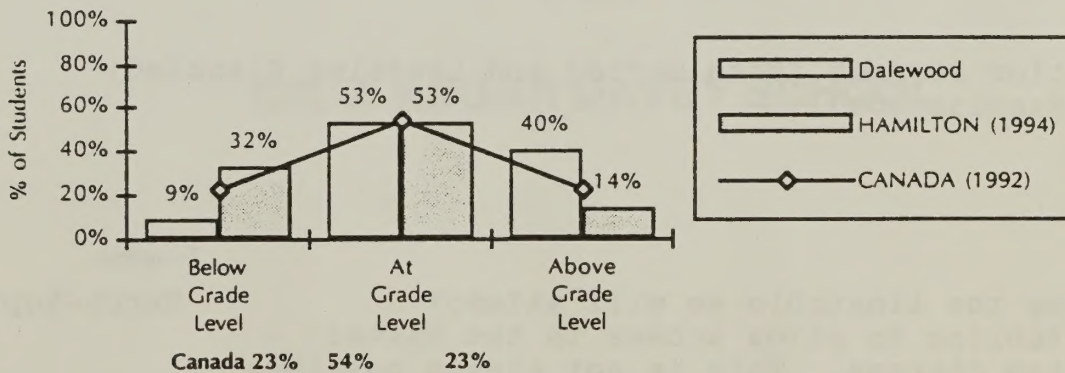
GRADE 6 TEST RESULTS

Reading Total



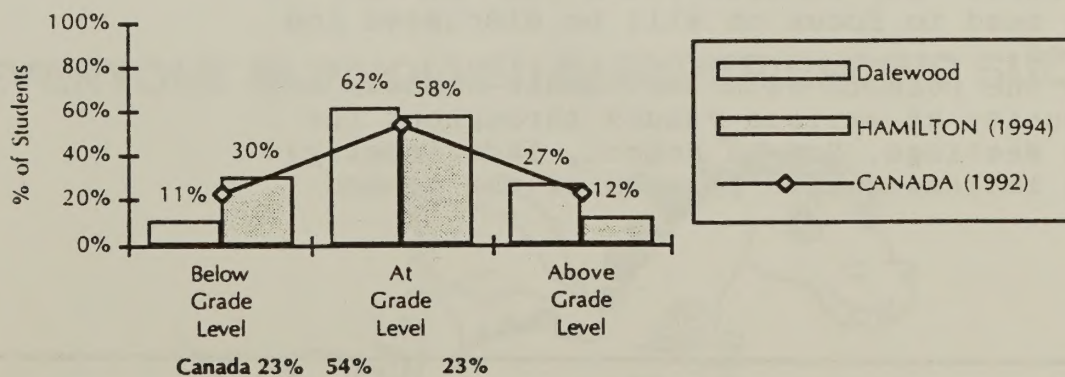
Summary Statement: In our school 93% of our grade 6 students scored at or above grade level on the reading test compared to 69% across Hamilton & 77% nationally.

Language Total



Summary Statement: In our school 93% of our grade 6 students scored at or above grade level on the language test compared to 67% across Hamilton & 77% nationally.

Mathematics Total



Summary Statement: In our school 89% of our grade 6 students scored at or above grade level on the mathematics test compared to 70% across Hamilton & 77% nationally.

School Interpretation: Results in Context

The results of these tests are quite high but not surprising. The gifted and french immersion students are mostly high achievers, highly motivated, have supportive, interested parents who work with their children and the school to address any concerns.

The same could be said of most of the students and parents of students in our regular classes. Academic development and achievement is a priority. The quality of the programs supports the above statements and teachers are able to work towards the development of the students' potential.

School Planning Response

• Area(s) of Focus:

- Timetable
- Special Education Program (Both Gifted and Learning Disabled)
- Test Results Examination
- Community
- Program

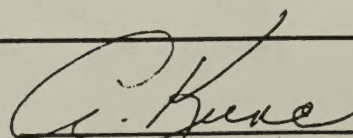
• Process:

- When developing the timetable we will attempt parallel timetabling to allow access to the Gifted Math and English classes. This is not always possible but we will try.
- We will continue to provide as much resource help as possible to identified students to improve Math and English skills.
- The test results will be examined by our Grade 6 & 7 teams of teachers. Any results which indicate an area which we need to focus on will be discussed and plans developed.
- we will share the results with our feeder schools and with the community at various venues throughout the year (Parents Meetings, Home & School, Individually).
- Continue the implementation process of the common curriculum.

Timeline

March-Sept.

May 3/95.
date


principal's signature

**REPORT ON THE
CANADIAN ACHIEVEMENT TEST**

FOR:

DR. J. EDGAR DAVEY SCHOOL

VISION STATEMENT:

**DR. DAVEY IS A WARM INVITING SCHOOL WHERE
EVERYONE IS INVOLVED IN EXPERIENCING SUCCESS.**



Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95

Dr. J. Edgar Davey Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

see attached

PARTICIPANTS

Number of students ENROLLED in Grade 3 27

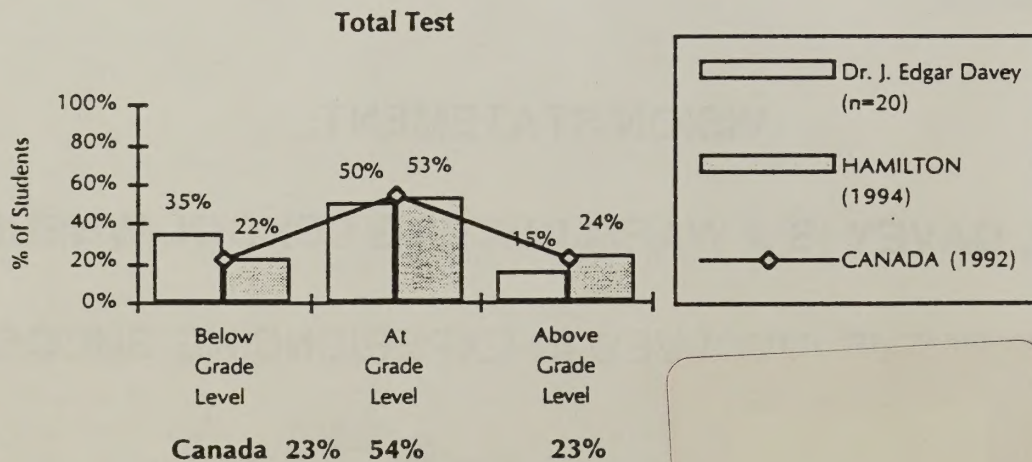
Number of students for whom part
or all of the test was INVALID*: 5

Number of students ABSENT for
part or all of test: 2

Number of students COMPLETING
entire test: 20

General Comments on students and the testing process:

GRADE 3 TEST RESULTS



Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

Nature of the School and Community

This community contains a mix of pre 1900 housing stock, recent hi-rise developments that will continue into the future and include townhouse components. Hundreds of small businesses operate in this community. There are many environmental concerns. Major traffic arteries carry hi-volumes of car and truck traffic in all 4 directions throughout the day and night. The lack of open and safe places for children to play, the quality of the air, and the inclusion of mobile street people are concerns to this neighbourhood.

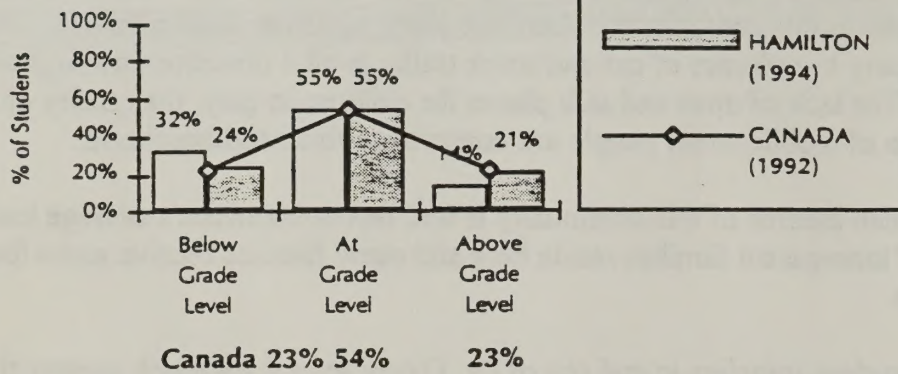
The median income of this community is well below Hamilton's average income, a large number of lone-parent families reside here and many families receive some form of social assistance.

Yearly student transfers in and out of Dr. Davey school are much greater than the system average. Many different cultures are represented in the school with Spanish and Vietnamese being dominant. Most of these students receive in-school ESL support.

The school contains an active and supportive Home and School Association. Local churches support Girl Guides, Brownies, Scouts, Cubs and Beavers. The school is presently negotiating to include an after-school activity program.

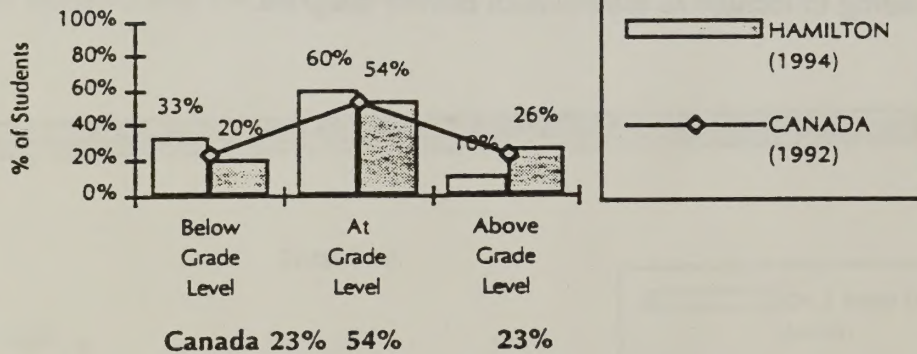
GRADE 3 TEST RESULTS

Reading Total



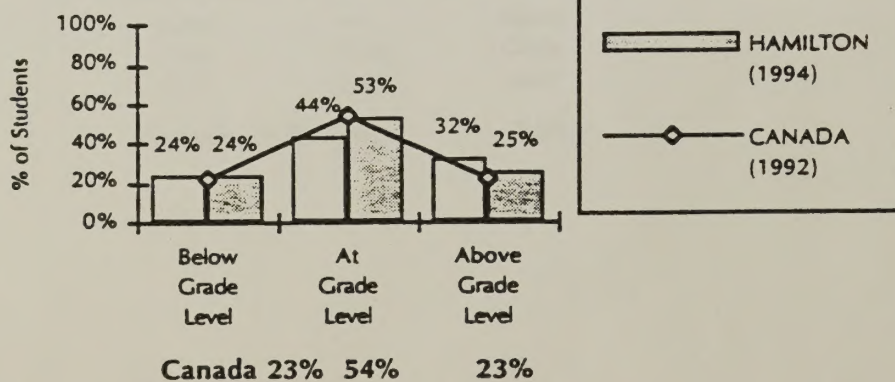
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation Results in Context

- A. In Dr. Davey school 65% of our Grade 3 students scored at or above grade level on the Total Test result compared to 77% across Hamilton and 77% nationally.
- B. In Dr. Davey school 69% of our Grade 3 students scored at or above grade level on the Reading score compared to 76% across Hamilton and 77% nationally.
- C. In Dr. Davey school 70% of our Grade 3 students scored at or above grade level on the Language score compared to 80% across Hamilton and 77% nationally.
- D. In Dr. Davey school 76% of our Grade 3 students scored at or above grade level on the Mathematics score compared to 78% across Hamilton and 77% nationally.

School Planning Response

- Area(s) of Focus: A comprehensive 1994-95 school plan, with a major focus on literacy, was designed by the staff and shared with the Dr. Davey Home and School Association. Most students have been pretested on vocabulary and comprehension skills. Using curriculum documents Growing Into Language and Celebrating Language with Literacy 2000 as a resource, teachers have been emphasizing grade level skills. Check lists are being used and a post-test is planned.

- Focus:

Reading Buddies - Older students are linked up with S.K. students and read to them on a weekly basis.

Timeline
Oct./94 - June/95

Writing-to-Read Lab - Under the guidance of teachers and an E.A., students from S.K., Gr. 1, Gr. 2 and certain ESL students work their way through 10 stations on a daily basis. This is a computer assisted program.

Sept./94 - June/95

Computers - Literacy and numeracy programs are used in the lab to compliment classroom programs. Teachers, E.A.'s, co-op student and volunteers are involved daily.

Sept./94 - June/95

ESL - Three levels of intervention based on the ESL/ESD Information Handbook/94 are in operation daily.

Sept./94 - June/95

Volunteers - Approximately 30 volunteers help develop and practise different skills with a large number of students daily and weekly.

Sept./94 - June/95

May 01/95
date

D. Cloutier
principal's signature

Process.....cont't/2

Timeline

Language and interest development

Sept.'94 - June/95

Excursions both local and beyond as well as plays are used to enrich all the students. These occur throughout the school year but will be abbreviated in 95-96 due to budgetary cutbacks.

Encouraging reluctant readers

Sept./'94 - June/95

Several different programs on a daily basis under the direction of the LRT address students with weak language skills.

Challenging bright students

Dec./'94 - June/95

Under the guidance of the LRT and librarian enrichment programs are offered to students who need a greater challenge.

Encouraging positive social skills

Dec./'94 - June/95

A variety of programs including a Mentor program address social skills under the guidance of the school social worker.

As the 1994-95 school plan committees review and evaluate their progress and create the direction for next year a component of this design will be strengthening literacy and numeracy skills as identified from CAT/2 scores.

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

EARL KITCHENER SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Earl Kitchener Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

The program at Earl Kitchener is provided for children JK to grade 5 who are living in the south west section of Hamilton. Total school population is 482 (French Immersion population is 233). Student mobility is marginal. E.S.L. population is minimal. An ongoing enrichment program is provided. The program is supported by an active parent organization.

PARTICIPANTS

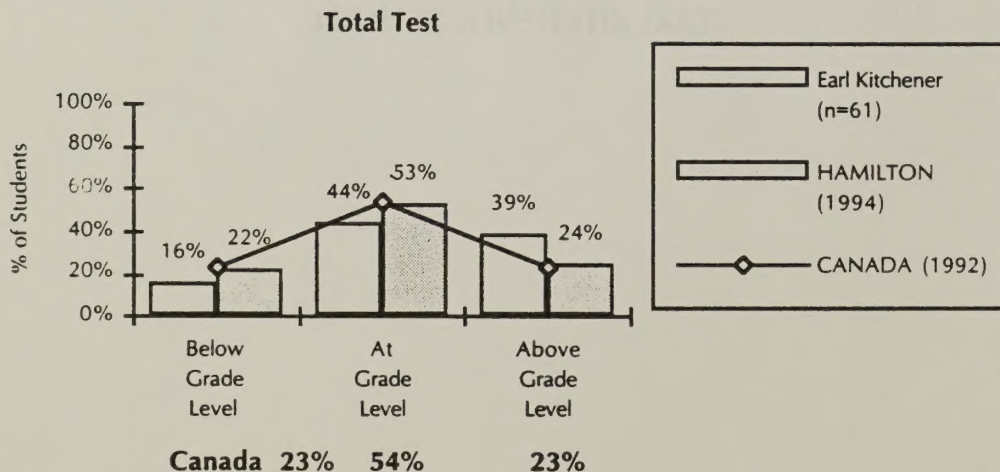
Number of students ENROLLED in Grade 3 65

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 4	Number of students COMPLETING entire test: 61
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General Comments on students and the testing process:

In the mathematics section (concepts and application) it is necessary to deliver the instructions in French to French Immersion students.

GRADE 3 TEST RESULTS

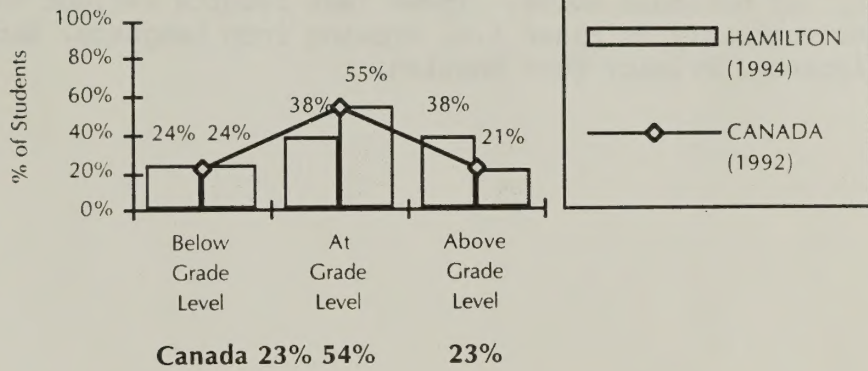


Summary Statement: In our school 83% of Grade 3 students scored at or above grade level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

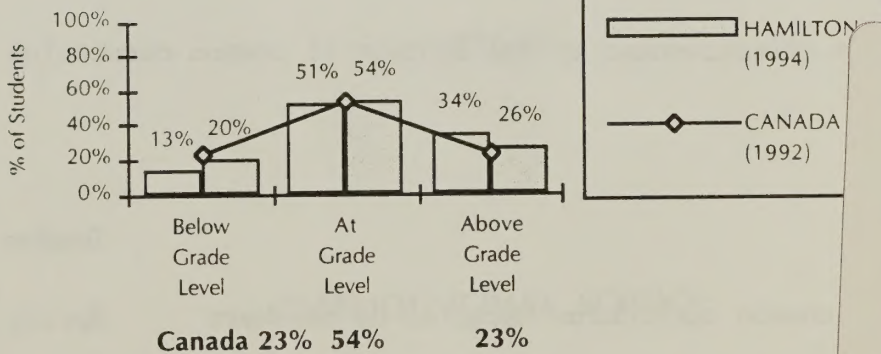
GRADE 3 TEST RESULTS

Reading Total



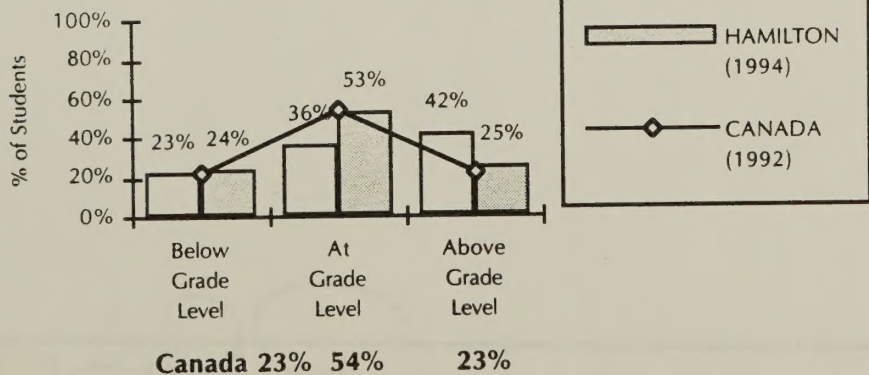
Summary Statement: In our school 76% of Grade 3 students scored at or above grade level in Reading (76% Hamilton, 77% nationally)

Language Total



Summary Statement: In our school 85% of Grade 3 students scored at or above grade level in Language (80% Hamilton, 77% nationally)

Mathematics Total



Summary Statement: In our school 78% of Grade 3 students scored at or above grade level in mathematics (78% Hamilton, 77% nationally)

School Interpretation: Results in Context

The test results for Grade 3 students at Earl Kitchener are comparable and in most cases higher than city and national norms. These test results reflect the effectiveness of a number of programs currently in place i.e. Growing into Language, Early Identification, DART process, LRT assistance, Primary Core English.

School Planning Response

• Area(s) of Focus:

Maintain current program effectiveness in the context of common curriculum

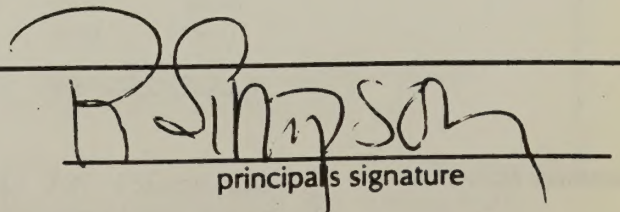
• Process:

Timeline

- | | |
|--|----------------|
| 1. Individual study of common curriculum material by teachers | Spring 1995 |
| 2. Develop action plan to ensure necessary in-service for staff during school year 1995-96 | September 1995 |

May 3, 1995

date


principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

EASTMOUNT PARK SCHOOL

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

Eastmount Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Eastmount Park is a school of 280 students, Junior Kindergarten to Grade 5, which also houses 3 Special Education classes: 1-Speech and Language (Primary), 1-Speech and Language (Junior), and one Specific Learning Difficulties (SLD) class (Junior).

The school is located centrally on Hamilton Mountain, close to the Mountain brow. There is minimal mobility of students in this school, with strong links to the parent community, and adjoins the Eastmount Park recreational facilities on East 26th Street. The Eastmount Park Parent Association, and many volunteers, ensure on-going communication between the home and school.

PARTICIPANTS

Number of students ENROLLED in Grade 3 38

Number of students for whom part or all of the test was INVALID*: 6

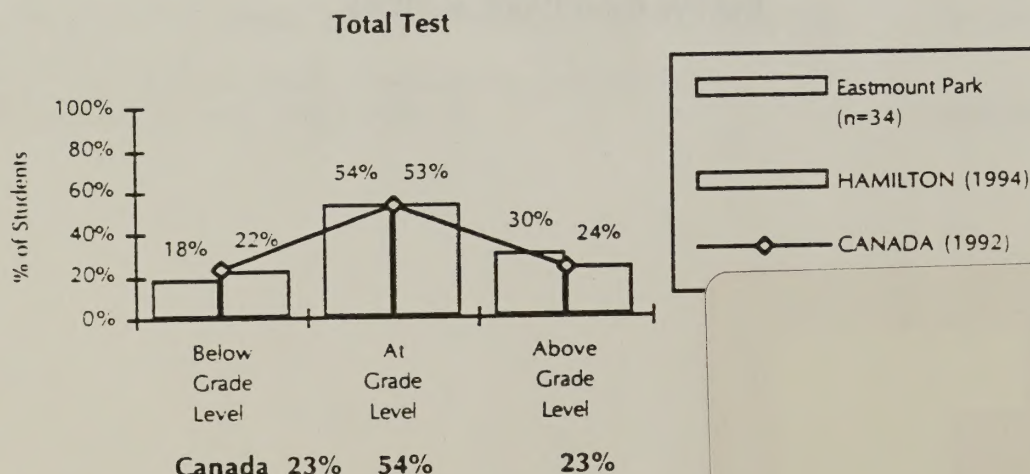
Number of students ABSENT for part or all of test: 4

Number of students COMPLETING entire test: 34

General Comments on students and the testing process:

Some students found working time too long - tired quickly - lost interest. There is a need to expand on directions, e.g. Tests 2 & 5 - children worried and confused. Tested by L.R.T.

GRADE 3 TEST RESULTS



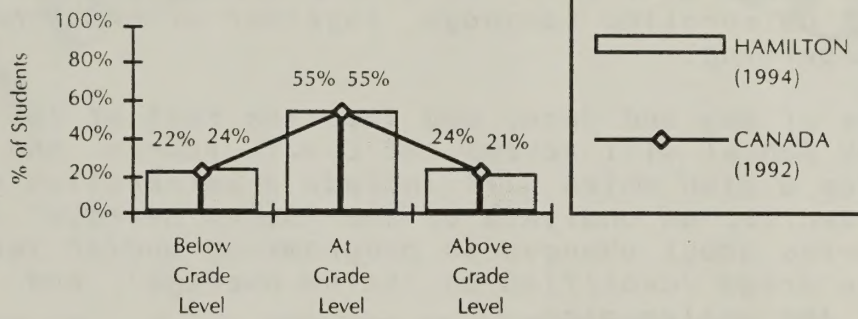
Summary Statement:

At our school, 84% of our Grade 3 students scored At or Above Grade Level on the Total Test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

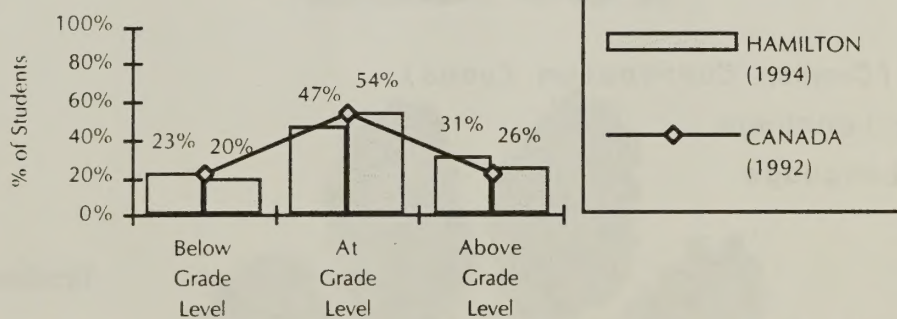
Reading Total



Canada 23% 54% 23%

Summary Statement: *At our school, 79% of our Grade 3 students scored At or Above Grade Level on the Reading Test, compared to 76% across Hamilton, and 77% nationally.*

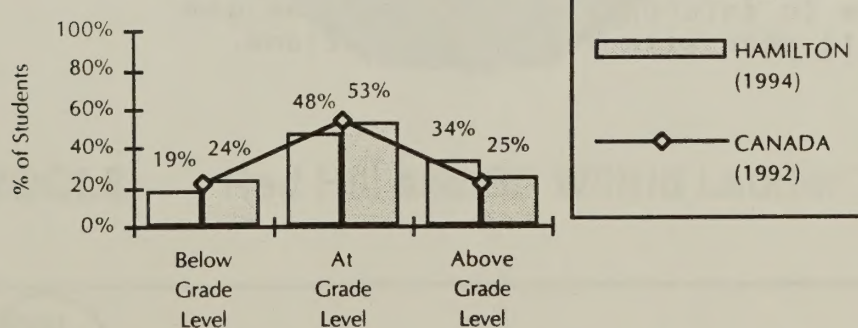
Language Total



Canada 23% 54% 23%

Summary Statement: *At our school, 78% of our Grade 3 students scored At or Above Grade Level on the Language Test, compared to 80% across Hamilton, and 77% nationally.*

Mathematics Total



Canada 23% 54% 23%

Summary Statement: *At our school, 82% of our Grade 3 students scored At or Above Grade Level on the Mathematics Test, compared to 78% across Hamilton, and 77% nationally.*

School Interpretation: Results in Context

The staff is pleased with the overall results of our grade 3's on the C.A.T. test. Our focus will continue to emphasize the aspects of Growing into Language and Celebrating Language, together with the new focus on the teaching of Spelling.

During the months of May and June, and into the Fall of 1995, the staff of Eastmount Park School will review the C.A.T. scores, and through staff committees develop a plan which will include a celebration of the positive aspects of the results, an analysis of the "Below Average" scores, an action plan to bring about changes in programming and/or teaching strategies in the areas identified as 'below average', and communication of the action plan.

School Planning Response

• Area(s) of Focus:

Mathematics (Common Curriculum focus)

Growing Into Language

Celebrating Language

• Process:

Timeline

Mathematics: Address (a) Common Curriculum
Policies and Outcomes,
Grades 1 - 9

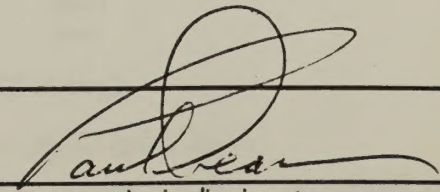
May/June/95

(b) Provincial Standards,
Mathematics, Grades 1-9

Sept./95-ongoing

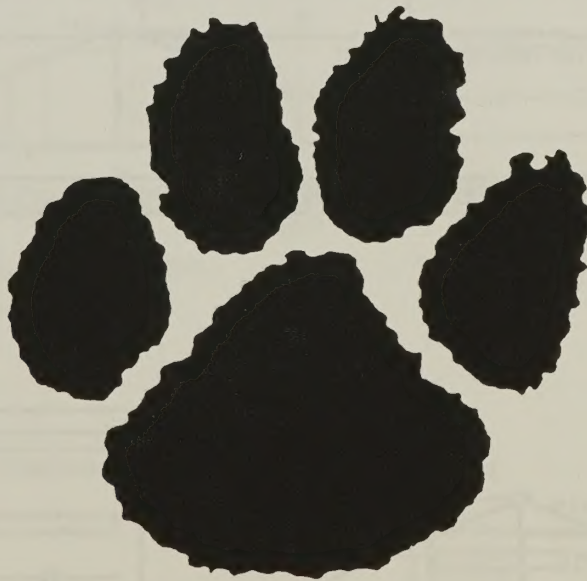
Teach children how to take a test, i.e. how to prepare for tests, and how to interpret questions. The aim would be to promote ease with testing situations.

May 2/95
date


principal's signature

ELIZABETH BAGSHAW MIDDLE SCHOOL

**350 ALBRIGHT ROAD
HAMILTON, ONTARIO
L8K 5J4**



FEEDER SCHOOLS: Red Hill and Sir Wilfrid Laurier

SCHOOL VISION

Elizabeth Bagshaw Middle School is a learner-centred environment that provides programs and opportunities to enable each individual to develop a positive self-image and to acquire the necessary knowledge, skills and attitudes to work towards becoming independent, and cooperative, active problem solver in the present and future society.

- 91 -
Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95

Elizabeth Bagshaw Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Features of School:

- . 15% of student body require partial or intensive E.S.L. support
- . large special needs component including a GLD class, 2 SLD classes and a Speech & Language class

Community Demographics: --

- . densely populated
- . increase in immigration last 5 years
- . multi-cultural
- . large compensatory population

Student transfer: 9% mobility

PARTICIPANTS

Number of students ENROLLED in Grade 6 104

Number of students for whom
part or all of the test was

INVALID*: 8

Number of students ABSENT for
part or all of test:

0

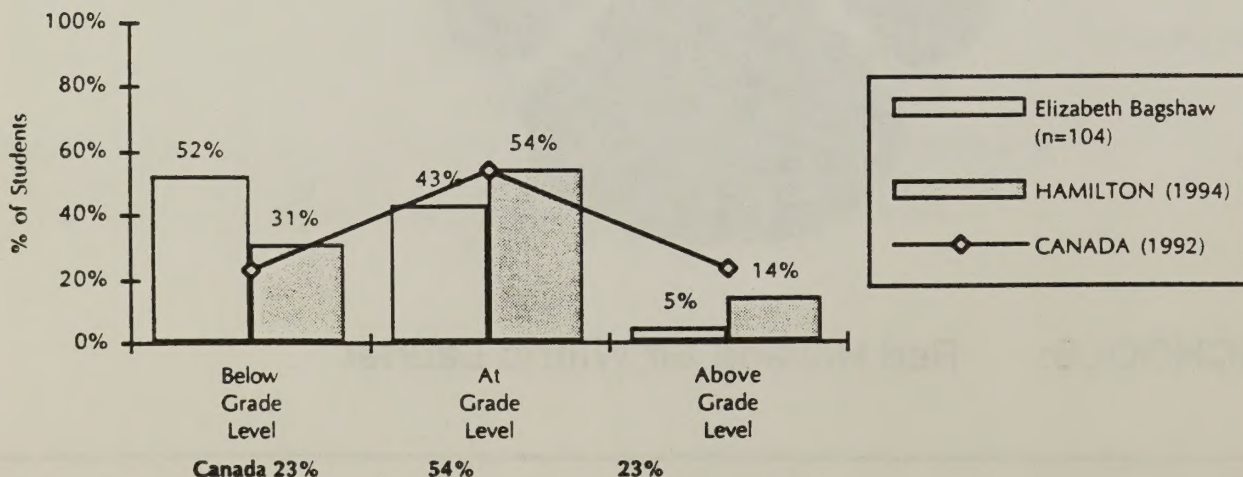
Number of students
COMPLETING entire test:

104

General Comments on students and the testing process:

GRADE 6 TEST RESULTS

Total Test



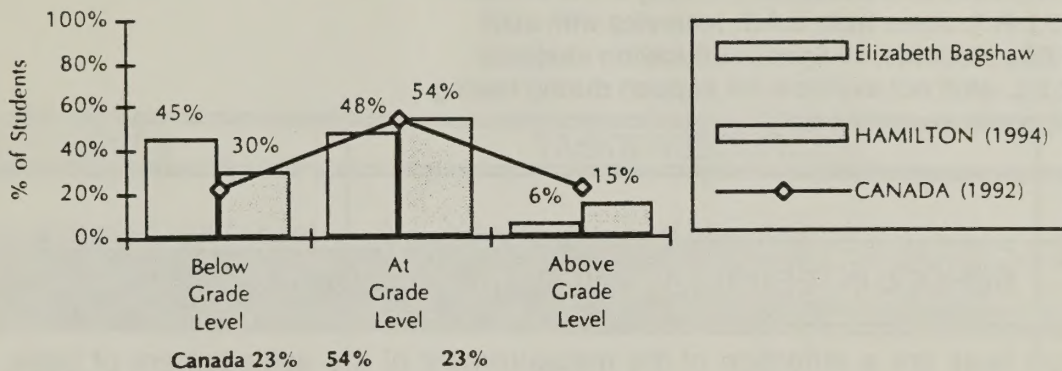
Summary Statement:

After two months in our school, 48% of our Grade 6 students scored At or Above Grade level on the Total test compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

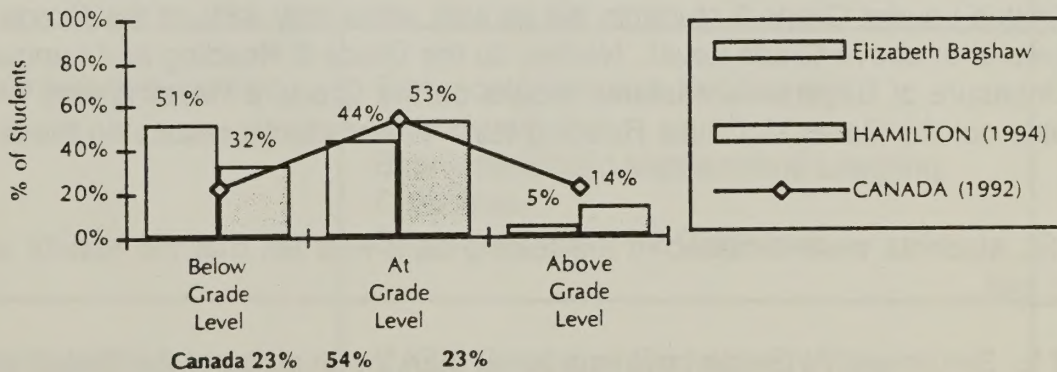
GRADE 6 TEST RESULTS

Reading Total



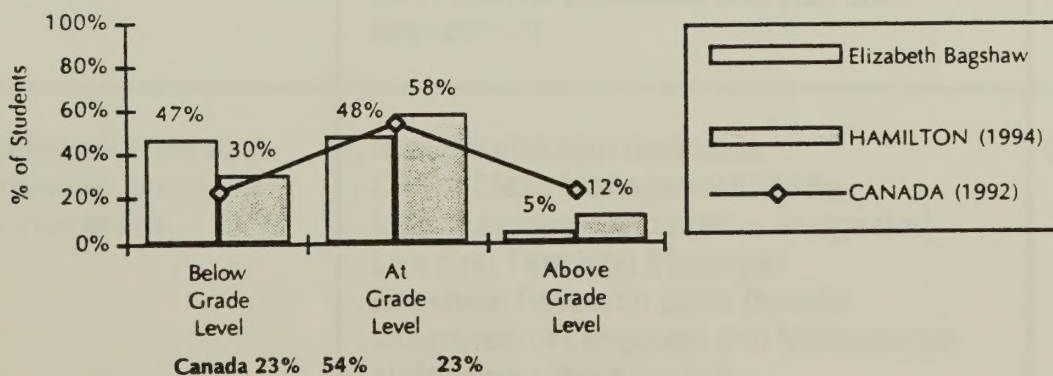
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

General Comments on Students and the Testing Process:

- . Guidance counsellor coordinates and administers testing in the school
- . Guidance counsellor and L.R.T. share their C.A.T. inservice with staff
- . 110 students tested: 16 ESL students, 16 Special Education students
- . Special education and E.S.L. staff not available for support during testing
- . Test administered for diagnostic purposes only

SCHOOL INTERPRETATION: RESULTS IN CONTEXT

November administered tests are a reflection of the measurement of the achievement of basic skills from Grade 3.2 to Grade 6.2 of students from Laurier and Red Hill. However, the validity of this measure is questionable when students from the same schools tested at level 3 received scores twice as high as the Grade 6 results.

In Red Hill, 94% of Grade 3 students scored at or above Grade Level on the total battery of tests. Likewise, 82% of Sir Wilfrid Laurier Grade 3 students did as well, while only 48% of the Grade 6 students from both schools scored at or above Grade Level. Neither do the Grade 6 Reading and Language scores reflect a comparable measure of Bagshaw's students results on the Grade 9 Reading and Writing Tests administered at Glendale nor the Gates McGinitie Reading test. The student's results on these tests were much higher.

Special needs and ESL students were included in the testing as it was felt that the results would be of benefit as a diagnostic tool.

The Total Test results for Below and At Grade Level are lower than the average of the Reading, Language and Mathematics Totals.

Based on the results of the tests, close to half of our students are entering Middle School with below grade achievement levels in their basic skills.

SCHOOL PLANNING RESPONSE

INITIATIVES	TASKS/RESOURCES	TIMELINES
Share results with staff and feeder schools.	. Co-ordinate data and planning	by June 1, 1995
Share results and program initiative with parents.	. Guidance Counsellor and LRT provide staff inservice -- interpretation of results . Individual results shared during parents conference . Prepare presentation and newsletter	by Dec. 1995
Determine curriculum outcomes.	. Common Curriculum Policies and procedures . Board developed Mathematics Learning Outcomes . English: Grade 7-12 Guidelines	Sept. 1995
Identify students strengths and needs (degree to which students have mastered specific basic Language and Math Skills).	. CAT/2 Objectives Competency Report . Celebrating Language . Spelling Sense . DARTs and Student Concerns Meeting -- data gathered . Teacher assessment and observations . LRT, Special Education and ESL staff assessment	Sept. 1995
Plan instructional priorities and methods for classes, groups of students and individuals.	. above curriculum resources . CAT/2 Class Management Guide . Math: Learning Outcomes -- Suggested Learning Teaching Strategies . Bagshaw Research Skills Booklet . Integration of Language and Mathematics skills across the curriculum . Use the teaching/learning cycle process	Ongoing

_____ date

_____ principal's signature

STUDY PLAN

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

FAIRFIELD SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Fairfield Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Fairfield School represents a community which places emphasis on the traditional values of manners, hard work and learning. It is a community which has a variety of ethnic backgrounds and a strong work ethic. Typical housing in the area is single family dwellings from the post war era, with a number of duplexes and rental units. The occupations range from transportation and construction to food service and small business. Although most families attempt to have both parents working, the recent economic climate has had detrimental effects and unemployment has been high.

There exists a solid core of stable families who send the children to school rested, well fed and neatly attired. These children are helped with their homework, read to and supported in their school activities. There are families who cannot give this same high priority to the work their children are exposed to and they are often transient in nature. All of these families are proud of their children's accomplishments and feel the school works hard to support **PARTICIPANTS** and educate the children.

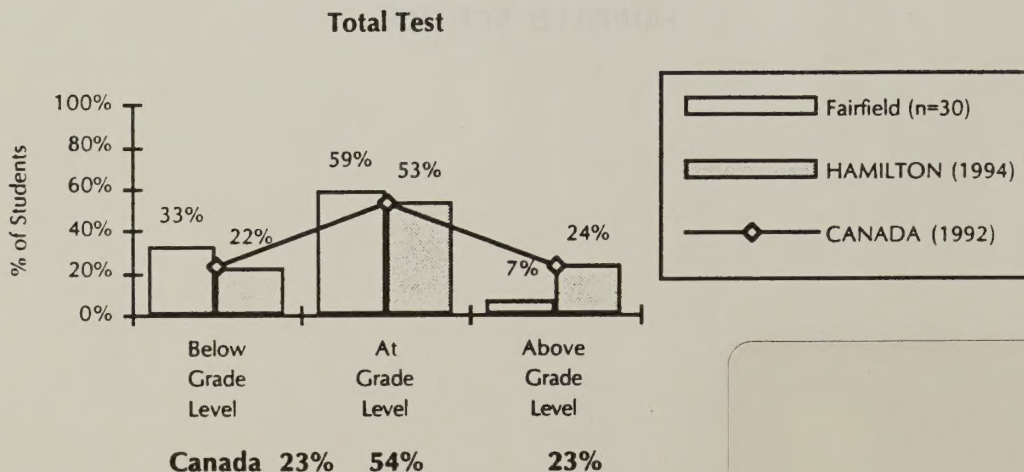
Number of students ENROLLED in Grade 3 38

Number of students for whom part or all of the test was INVALID*: <u>2</u>	Number of students ABSENT for part or all of test: <u>7</u>	Number of students COMPLETING entire test: <u>30</u>
--	---	--

General Comments on students and the testing process:

As a staff, we made a conscious decision to include all age-appropriate students in the testing sample in order to improve their program. This sample includes Exceptional SLD and Speech/Language students.

GRADE 3 TEST RESULTS

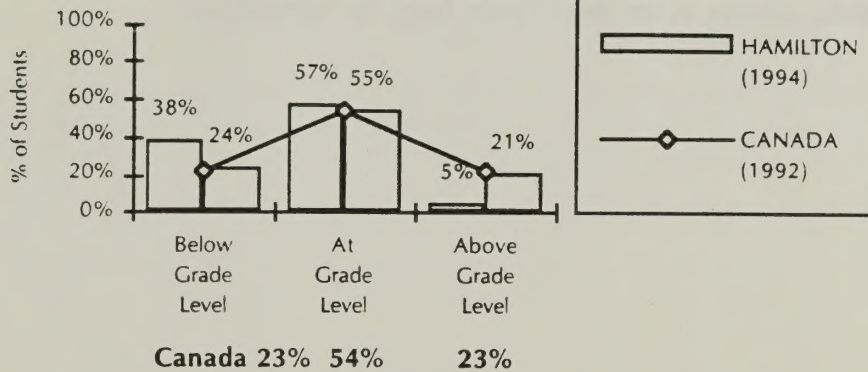


Summary Statement:

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

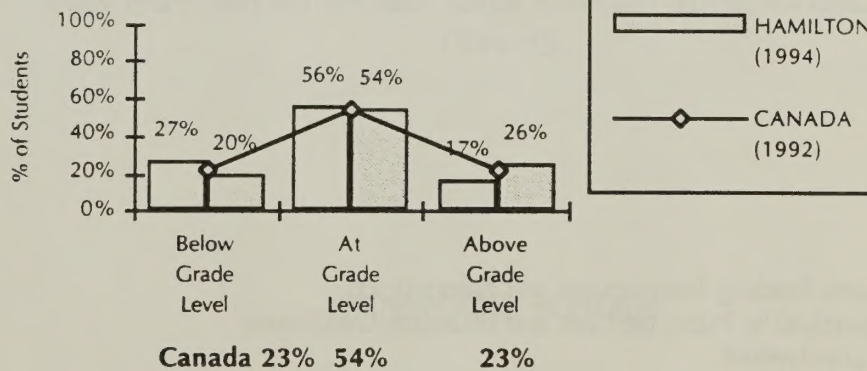
GRADE 3 TEST RESULTS

Reading Total



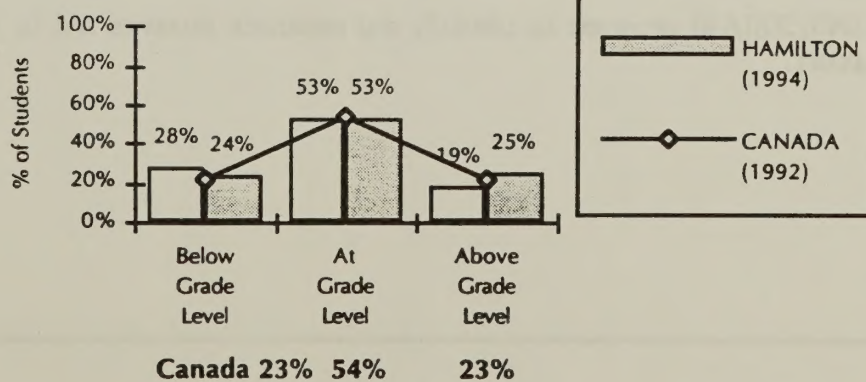
Summary Statement:

Language Total



Summary Statement:

Mathematics Total



Summary Statement:

School Interpretation: Results in Context

All students were included in the testing sample, including children deemed Exceptional Certainly, we can celebrate:

- 62% of our students achieve at or above Grade level in Reading
- 73% of our students achieve at or above Grade level in Language
- 72% of our students achieve at or above Grade level in Mathematics.

School Planning Response

• Area(s) of Focus:

Literacy has formed a major component of the Fairfield School Plan for the past three years.

• Process: Literacy

- . Classroom volunteers
- . Reading buddies/Individualized Reading Incentives and Recognition
- . Motivators consisting of Principal's Pizza parties and Bookworm Challenges
- . Computer use and community involvement
- . Young Authors Activity program

Community Links:

- . Classroom Co-ordinators
- . Parent info-session groups
- . Books for New Babies initiatives to families in our community
- . Continued heavy emphasis on DART/SERT/LRT programs to identify and remediate students and to increase parental awareness and support.

date

principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

FERNWOOD SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Fernwood Park Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Fernwood Park School's community is quietly residential. In the 1991 Census Canada report, we are reported to be 93% English speaking. About 21% of us were immigrants arriving mostly as adults. Valuing permanence, only 28% of our families moved within a five-year period. Most residences were detached with a high proportion of one-family owners. Their pride and care in their homes is evident. The median family income was about \$45,900.00. Lone-parent families identified themselves at 9%. The Census showed that most of those who were 15 years of age and older had secondary school, with smaller groups having non-university post-secondary (27%), and university (17%) education. Our school finds our parents to be well informed and supportively involved in the educational process, many sharing their skills and time as volunteers in our school. Classes are now larger with several split-grade classes.

PARTICIPANTS

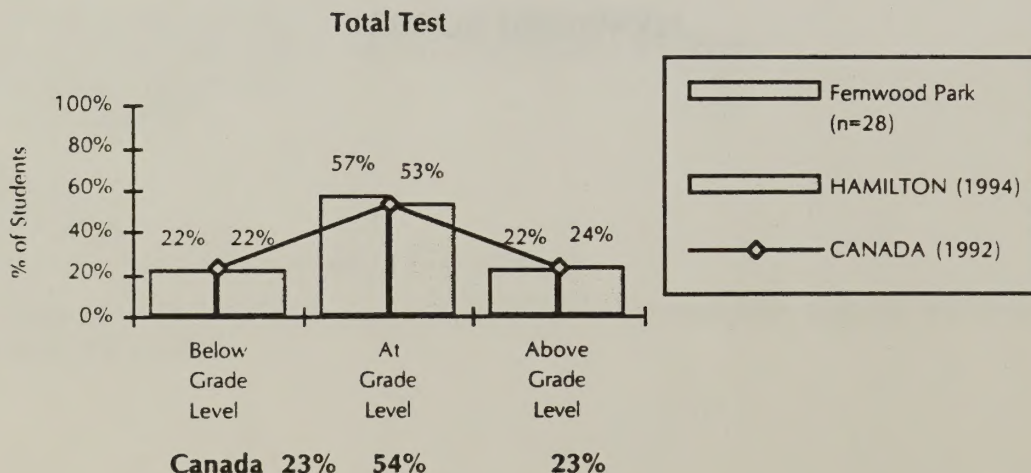
Number of students ENROLLED in Grade 3 28

Number of students for whom part or all of the test was INVALID*: <u>nil</u>	Number of students ABSENT for part or all of test: <u>0</u>	Number of students COMPLETING entire test: <u>28</u>
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General Comments on students and the testing process:

The tests were administered collaboratively by two teachers in accordance with the test administration directions, spacing the test sessions as the administration directions recommended. One of the students is Exceptional in regular class placement.

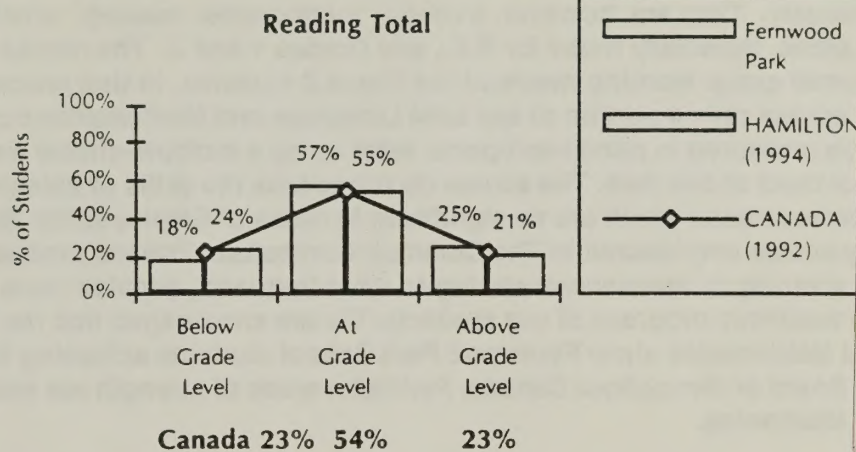
GRADE 3 TEST RESULTS



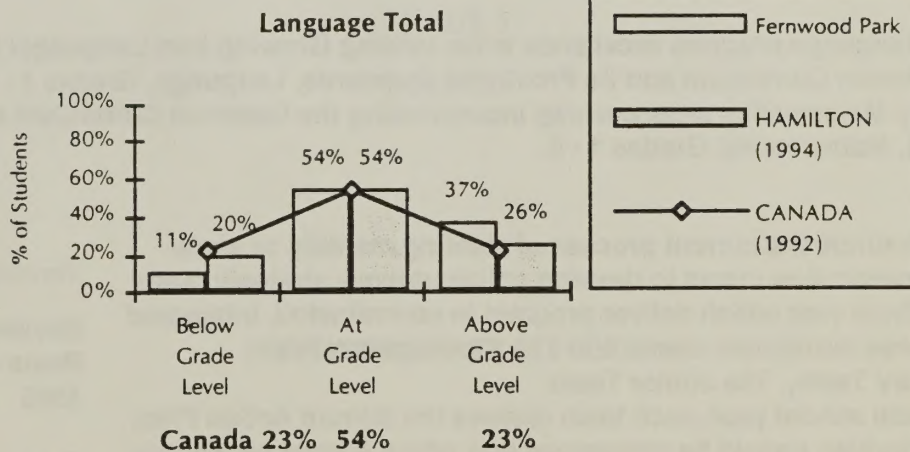
Summary Statement: In our school 79% of our Grade 3 students scored At or Above grade level (Total of Reading/ Language/Mathematics) compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

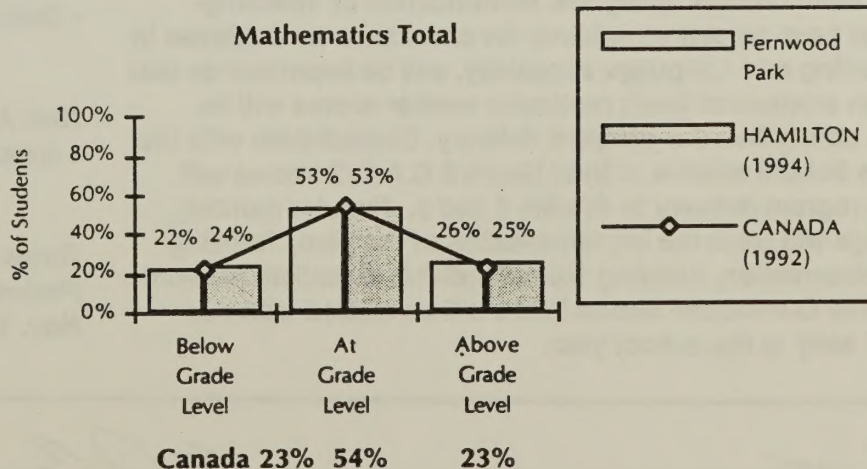
GRADE 3 TEST RESULTS



Summary Statement: In our school, 82% of our Grade 3 students scored At or Above grade level in Reading compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 91% of our Grade 3 students scored At or Above grade level in Language compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 79% of our Grade 3 students scored At or Above grade level in Mathematics compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Because the size of our Grade 3 population is too small to have statistical validity, the C.A.T./2 results must be used very cautiously. They are, however, a useful "thermometer reading" which helps us prepare our curriculum plans, especially those for S.K., and Grades 1 and 2. The results also help us identify individual and small group learning needs of our Grade 3 students. In that process we are aware that the C.A.T./2 scores assess only a portion of our total Language and Mathematics curriculum, only those aspects that can be measured in pencil-and-paper tests using a multiple-choice format. This is one particular diagnostic tool used at one time. The scores do not assess the skills of listening, speaking, writing, attitudes, and perseverance which are so significant in terms of Employability Skills and Skills for Lifelong Learning, components emphasized in The Common Curriculum. Trained professional teacher observations as well as a variety of assessment strategies used frequently provide more accurate and complete profiles of the academic progress of our students. We are encouraged that the scores for Reading, Language, and Mathematics show Fernwood Park School students achieving higher than Grade 3 students either in our Board or throughout Canada. Particular areas of strength are evident in Word Analysis and Language Mechanics.

School Planning Response

• Area(s) of Focus:

- (1) maintenance of language program excellence while relating Growing into Language/ Celebrating Language to the Common Curriculum and its Provincial Standards, Language, Grades 1 - 9;
- (2) delivery of quality Mathematics programming incorporating the Common Curriculum and its companion Provincial Standards, Mathematics, Grades 1 - 9.

• Process:

We will continue the current process of meeting monthly or more often as curriculum teams to develop collaboratively strategic plans for the school year which deliver program in co-ordinated, integrated ways. These curriculum teams are: The Kindergarten Team, The Primary Team, The Junior Team.

At the end of each school year, each team reviews the current Action Plan, determining which priorities should be maintained and which should be discontinued or added. As the school year begins with possible staff changes, a new Action Plan for the year is prepared. Appropriate strategies are formulated and responsibilities for each team member assigned. Identification of teaching-learning components that have helped us achieve the excellence we achieved in the Grade 3 C.A.T./2, Reading and Language especially, will be important so that we can continue this high attainment level; particular weaker scores will be analyzed to find ways to strengthen the program delivery. Consultation with the staff of Hampton Heights School relative to their Grade 6 C.A.T./2 scores will help us strengthen our program delivery in Grades 4 and 5. Regular monthly, and often weekly meetings will track the implementation of the plan. Tracking will include systematic observation, building files of individual student product samples. Specifics of the Curriculum Action Plans will be shared with our Parent Advisory Council early in the school year.

Timeline

Review of Action Plans - May/June 1995

Consultation with staff at Hampton Heights School - Sept. 1995

New Action Plans - June/Sept. 1995

Share plans with Parent Council, Nov. 1995

1995 04 28
date

M. J. Curtis
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

FRANKLIN ROAD SCHOOL

- 104 -

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

Franklin Road Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Franklin Road has students from junior kindergarten to grade 5. We have two classes which support students with special needs. Our enrollment has stabilized at approximately 350 students who represent a variety of ethnic groups. We have teaching staff with several years of primary and junior experience. Our school program is supported by an active Home and School Association.

PARTICIPANTS

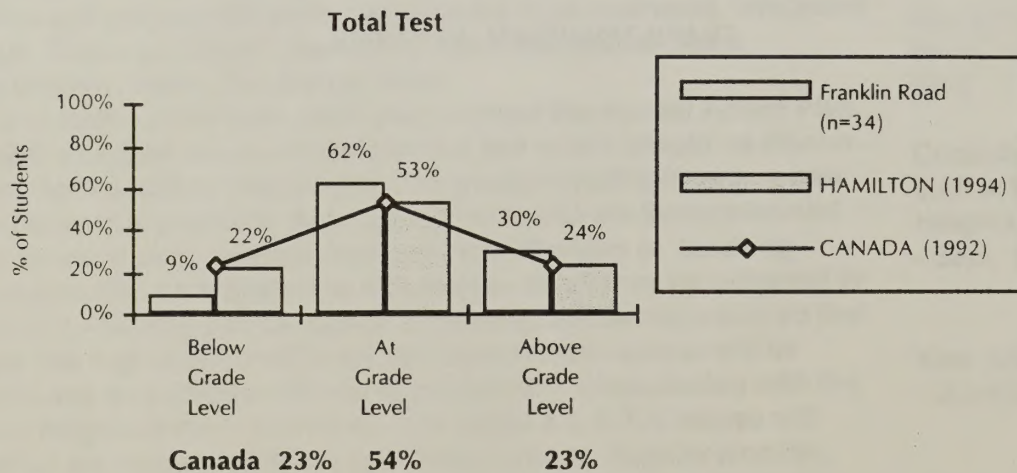
Number of students ENROLLED in Grade 3 43

Number of students for whom part or all of the test was INVALID*: 9	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 34
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General Comments on students and the testing process:

The grade 3 students were tested as a class by the classroom teacher. A group of students who have difficulty sitting for long periods and staying focused were tested by the principal.

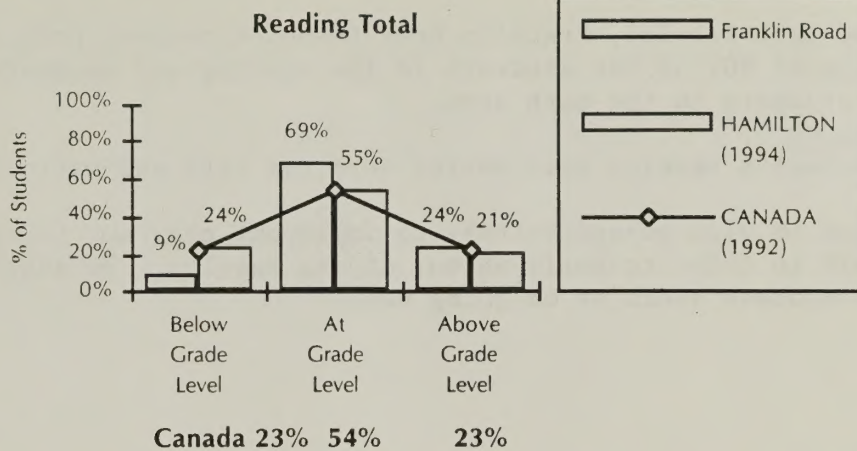
GRADE 3 TEST RESULTS



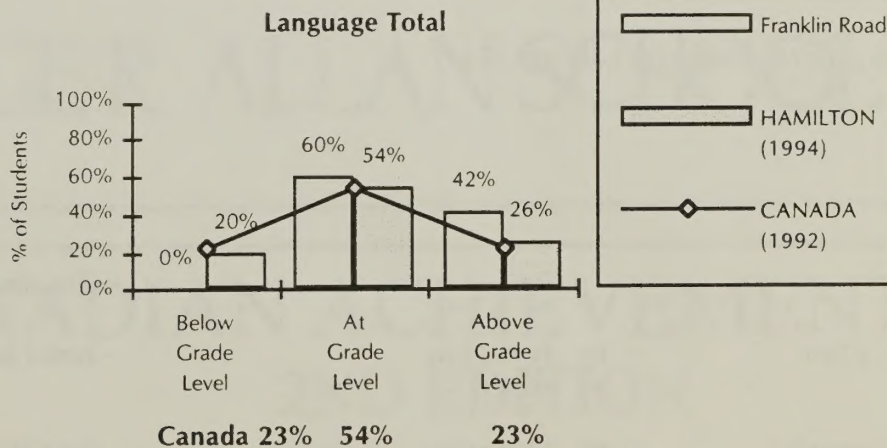
Summary Statement: At Franklin Road School we are proud to report that 92% of our grade 3 students scored at or above grade level on the total test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

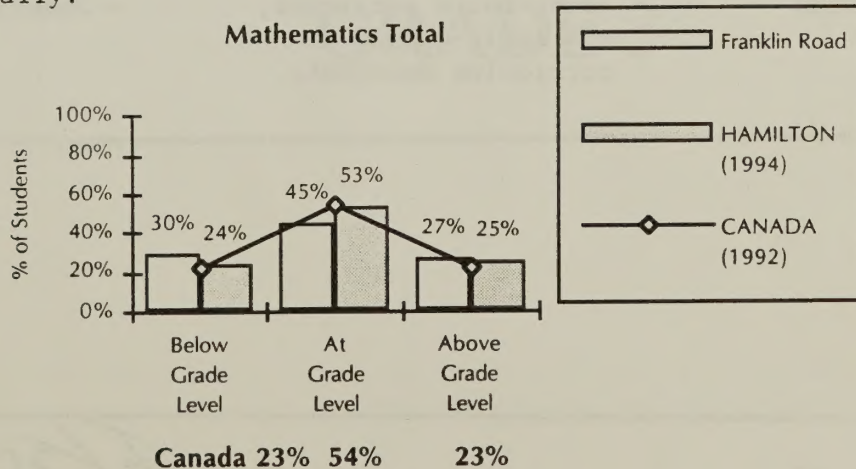
GRADE 3 TEST RESULTS



Summary Statement: At Franklin Road School 93% of our grade 3 students scored at or above grade level on the reading section compared to 76% across Hamilton and 77% nationally.



Summary Statement: At Franklin Road School all of our grade 3 students scored at or above grade level on the language section compared to 80% across Hamilton and 77% nationally.



Summary Statement: At Franklin Road School 72% of our grade 3 students who completed the math section scored at or above grade level compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

- According to the test results, Franklin Road School's primary programming has met the needs of 90% of our students in the reading and language areas and 80% of our students in the math area.
- Franklin Road School's results were better than the city and national averages.
- We shall continue to plan co-operatively to implement programs in reading, language and math in order to build on our strong results. We shall continue to identify and address areas of on-going need.

School Planning Response

• Area(s) of Focus:

Reading, language, math computation skills

• Process:

Timeline

Review of school plan

- by division
- as staff

- June/Sept. '95

Analysis of - strengths
- needs

- by division
- as staff

- June/Sept. '95

Action plan to address
the analysis

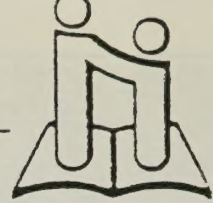
- using Board curricula,
available common
curriculum documents

- June/Sept. '95

May 4, 1995
date

F. K. ...
principal's signature

GEORGE R. ALLAN PUBLIC SCHOOL



900 KING ST. WEST
HAMILTON, ONTARIO
L8S 1K6
TELEPHONE: (905) 522-0601

GEORGE R. ALLAN SCHOOL REPORT

CANADIAN ACHIEVEMENT TEST,
2ND EDITION

GRADE 3

1995 05 05

Canadian Achievement Tests (2nd Edition) Grade 3, 1994-95

G. R. Allan Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- . JK-5 Junior Elementary School of 500 students
- . Dual-track French Immersion and English programs
- . Stable community closely related to McMaster University
- . Student transfer rate of 5% (approx. 30 students transfer in and out during year)
- . Strong support from parents through Home & School Assoc. and parent volunteer programs
- . Small ESL population linked to McMaster University
- . 80% of adult population has post secondary school education

PARTICIPANTS

Number of students ENROLLED in Grade 3 79

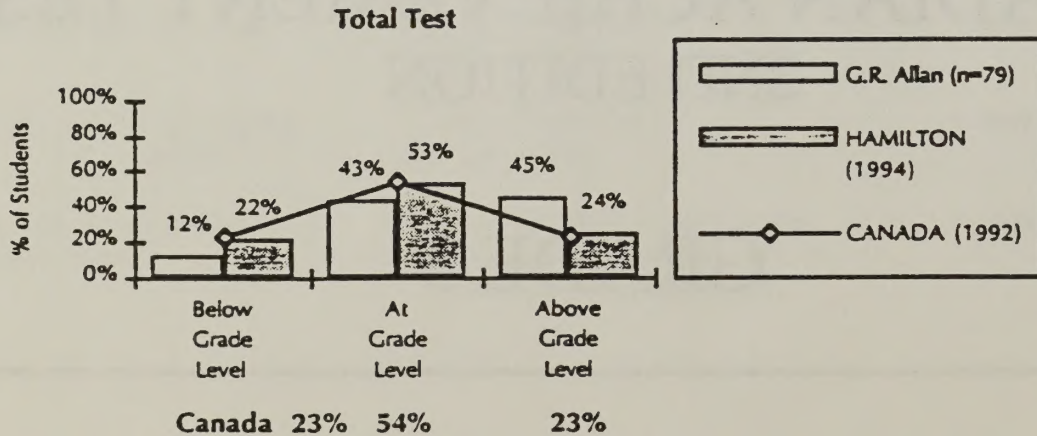
Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 79
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General Comments on students and the testing process:

- . testing co-ordinated for 5 Grade 3 classes by V.P. and grade 3 teachers
- . in-service provided for teachers by V.P. and system in-service
- . half of participants are French Immersion
- . < 10% ESL and/or exceptional students

(OVER)

GRADE 3 TEST RESULTS



Summary Statement:

At G. R. Allan 88% of our grade 3 students scored at or above grade level on the total test, compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

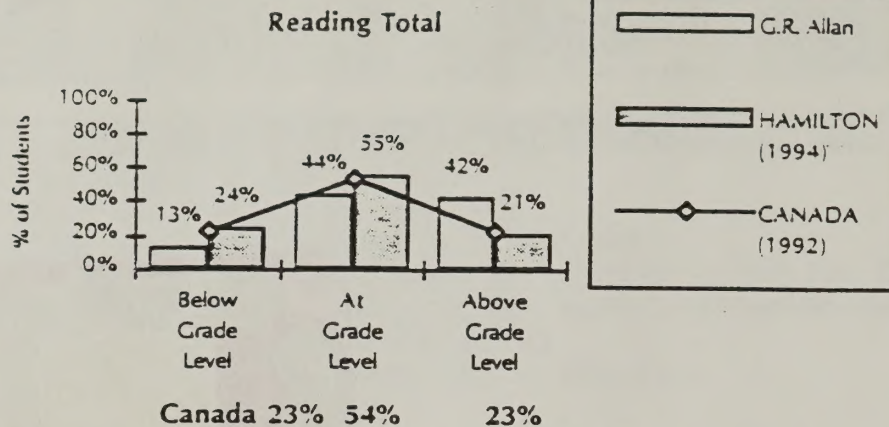


General Comments on students and the testing process:

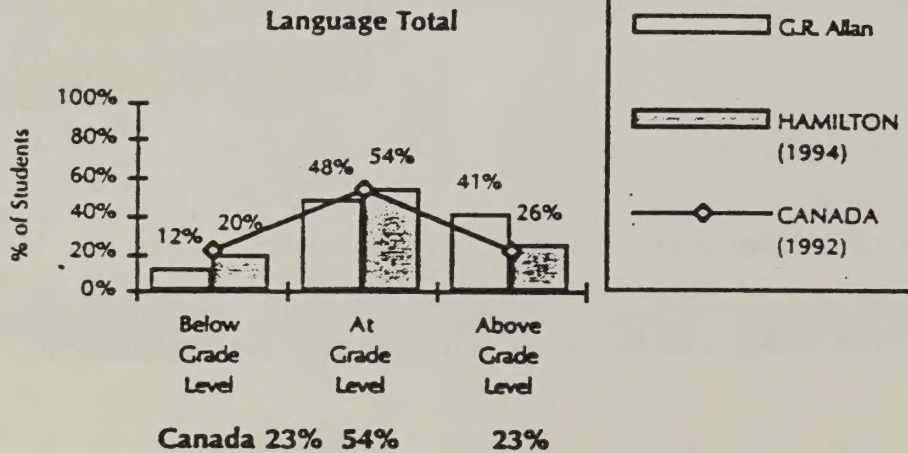
(continued)

. testing times were staggered for each class as per recommendation.

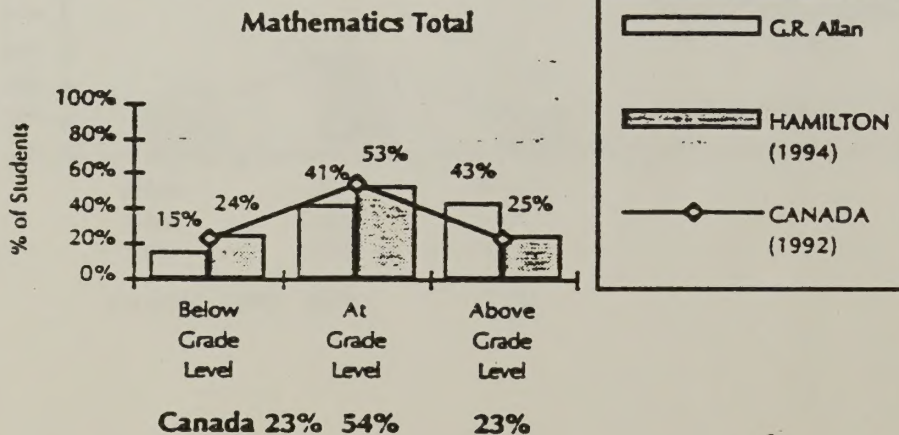
GRADE 3 TEST RESULTS



Summary Statement: At G. R. Allan 86% of our Grade 3 students scored at or above grade level on the Reading Test compared to 76% across Hamilton & 77% nationally.



Summary Statement: At G. R. Allan 89% of our Grade 3 students scored at or above grade level on the Language Test compared to 80% across Hamilton and 77% nationally.



Summary Statement: At G. R. Allan 84% of our Grade 3 students scored at or above grade level on the Mathematics test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

In all sub tests G. R. Allan grade 3 students were above local and national standards.

Approximately 9-10 students of our grade 3 students scored below grade level on each of the sub tests.

The following are factors that have impacted on these scores:

- i) recent transfer to English from French Immersion,
- ii) students in process of being identified as exceptional students

School Planning Response

• Area(s) of Focus:

School Plan
Action Planner - language implementation

Process:

1) Analysis of results - G.R. Allan/Hamilton/Canada

- i) Admin. Team
- ii) Teachers of Grade 3/Grade 4
- iii) Primary Staff/Junior Staff

Timeline

April '95
May '95
May '95

2) Communication of Results

- i) Home & School
- ii) Grade 3 parents
- iii) Community
- iv) Dalewood - Admin./Staff

May '95
May '95
May '95
Sept/95

3) Planning to improve/maintain standard

via continued language implementation --
(Early Years "New Beginnings", Primary Years "Growing into Language", Junior Years "Celebrating Literacy")

Sept-Dec '95

4) Process to review 1994 results with 1995 results

April '96

1995 05 05

date

principal's signature

1. Name of the person or organization to whom the report is made: 2. Address of the person or organization to whom the report is made: 3. Date of the report:		4. Name of the person or organization making the report: 5. Address of the person or organization making the report: 6. Date of the report:	
7. Title of the report: 8. Summary of the report:		9. Details of the report: 10. Conclusion of the report:	

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

G. L. ARMSTRONG SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 3, 1994-95**

G. L. Armstrong Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

George L. Armstrong School is a large JK-8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (<10% turnover rate) community is mainly comprised of families whose first language is English. The school had an equal number of students in the Junior School (JK-5) and Middle School (6-8). Our Learning Centre provides programming for a large number of students including students in a Comprehensive class, Specific Learning Disabilities class and Deaf/Hard of Hearing class. Our middle school receives students from Linden Park, Eastmount Park, Queensdale and Peace Memorial School. The school has a very active Parent Advisory Committee whose efforts range from fundraising to parent education.

PARTICIPANTS

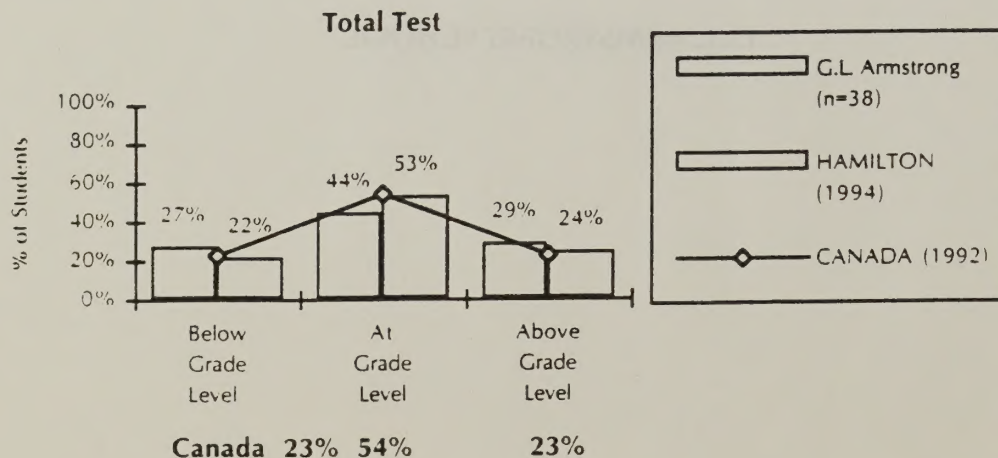
Number of students ENROLLED in Grade 3 41

Number of students for whom part or all of the test was INVALID*: 2	Number of students ABSENT for part or all of test: 1	Number of students COMPLETING entire test: 38
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General Comments on students and the testing process:

School personnel feel this is an accurate reflection of the achievement of our Grade 3's.

GRADE 3 TEST RESULTS



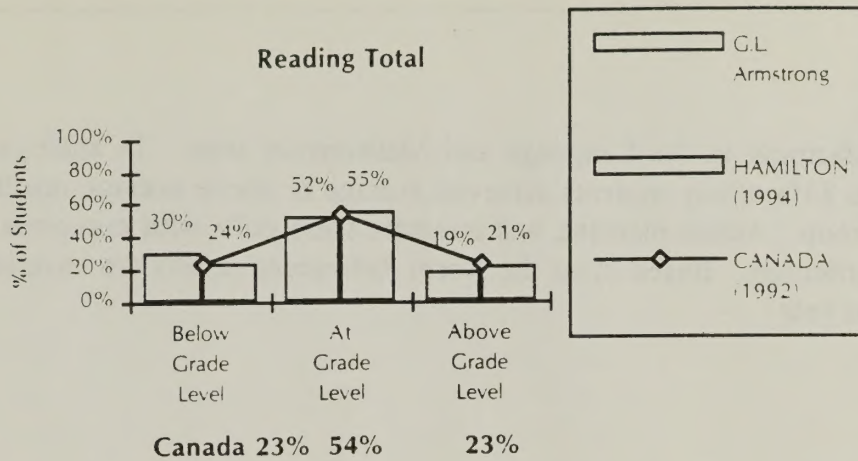
Summary Statement:

In our school, 73% of our Grade 3 students scored at or above grade level on the total test as compared to 77% across Hamilton and 77% nationally.

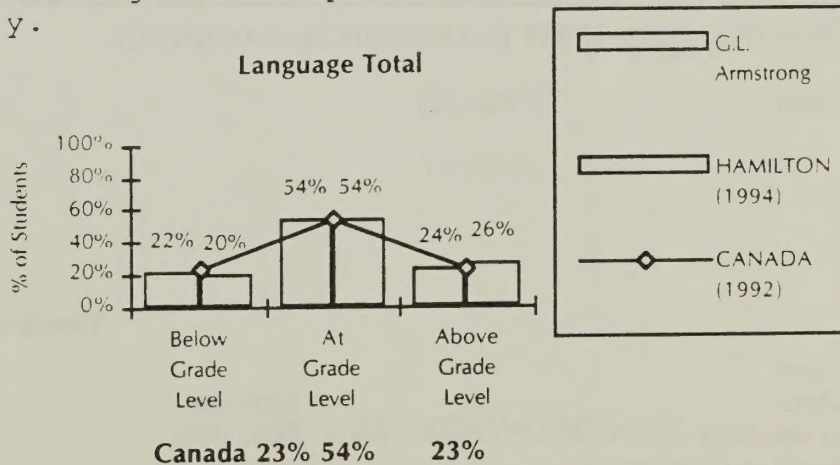
*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

- 114 -

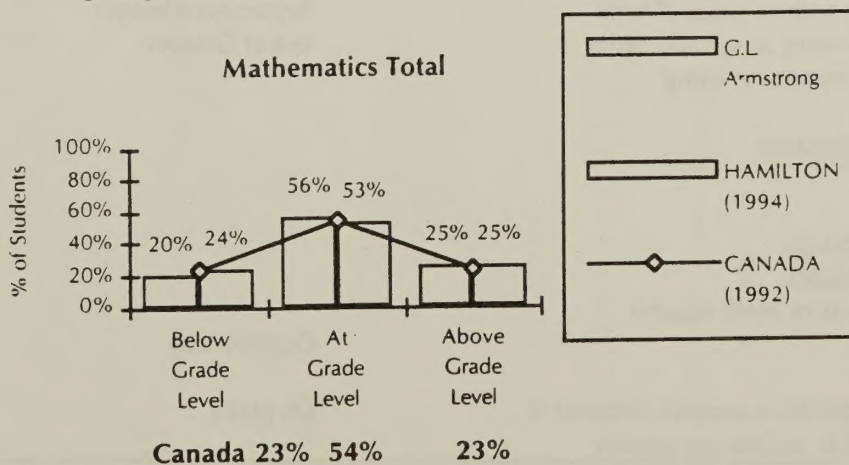
GRADE 3 TEST RESULTS



Summary Statement: In our school, 71% of our students scored At or Above Grade Level on the Reading Test compared to 76% across Hamilton and 77% nationally.



Summary Statement: In our school, 78% of our students scored At or Above Grade Level on the Language Test compared to 80% across Hamilton and 77% nationally.



Summary Statement: In our school, 81% of our students scored At or Above Grade Level on the Mathematics Test compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

Our students scored satisfactorily in the Language and Mathematics tests. In addition, our Spelling results were satisfactory as 84% of our students achieved average or above average results compared to the National Reference Group. Action planning will integrate these skills with outcomes and standards found in the Common Curriculum. Based upon the Norm Referenced results we have identified Word Analysis as a focus for next year.

School Planning Response

• Area(s) of Focus: Grade 3

Reading (word analysis)

• Process:	Timeline
Share information with:	
* LRT/Resource team	May-June
* Classroom teachers	May, 1995
* Parents through newsletter	
Review current curriculum/teaching materials	
/methodologies with teachers	June-September
Establish student portfolios of written work	September-October
Brainstorm strategies to address areas of need	September-October
Develop action plan focusing on specific skills	end of October
(refer to administrators' summary) using	
<u>Board resources</u>	
* growing into language	
* CAT links/2	
<u>Ministry resources</u>	
* common curriculum	
* provincial standards	
Offer in-service to parents re home support	
Implement action plan	October-May
Review	
* by comparing portfolio samples obtained at	On going
beginning, end of and during process	

May 5/95
date

KWB
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

G. L. ARMSTRONG SCHOOL

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**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

George L. Armstrong Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

George L. Armstrong School is a large JK-8 school located between Upper Wentworth and Upper Wellington on Concession Street. This relatively stable (<10% turnover rate) community is mainly comprised of families whose first language is English. The school had an equal number of students in the Junior School (JK-5) and Middle School (6-8). Our Learning Centre provides programming for a large number of students including students in a Comprehensive class, Specific Learning Disabilities class and Deaf/Hard of Hearing class. Our middle school receives students from Linden Park, Eastmount Park, Queensdale and Peace Memorial School. The school has a very active Parent Advisory Committee whose efforts range from fundraising to parent education.

PARTICIPANTS

Number of students ENROLLED in Grade 6 100

Number of students for whom
part or all of the test was
INVALID*: 5

Number of students ABSENT for
part or all of test: 0

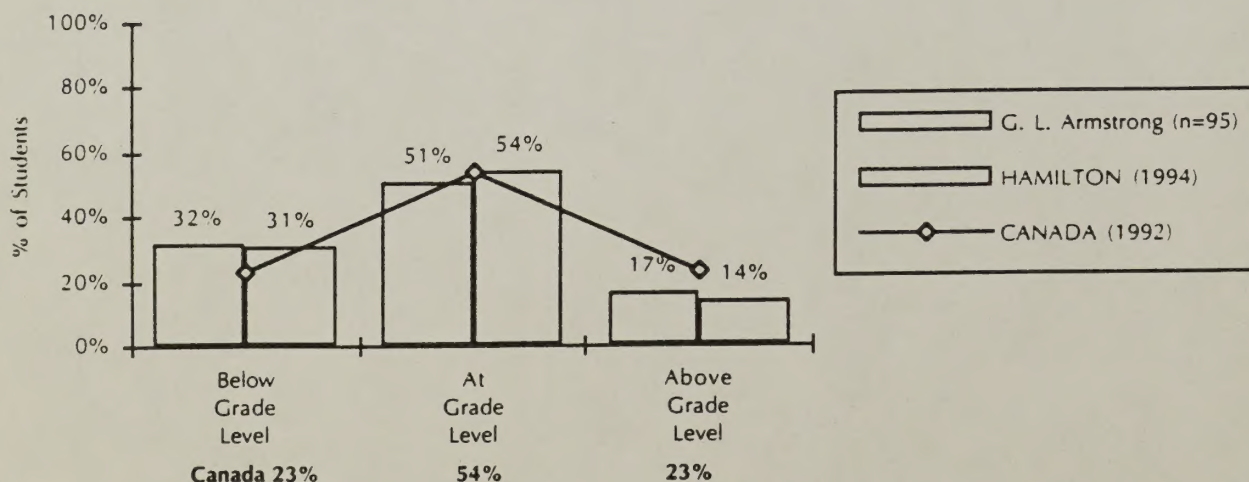
Number of students
COMPLETING entire test: 95

General Comments on students and the testing process:

School personnel feel this is an accurate reflection of the achievement of our Grade 6's.

GRADE 6 TEST RESULTS

Total Test

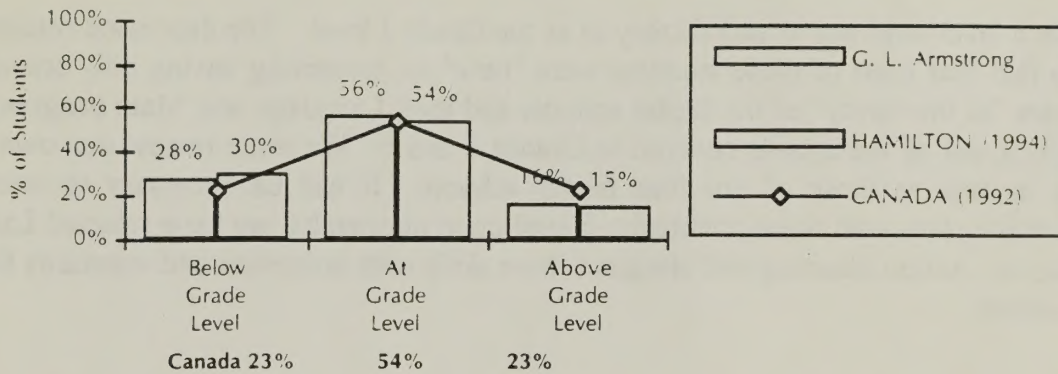


Summary Statement: In our school, 68% of our Grade 6 students scored At or Above grade level on the total test as compared to 68% in Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

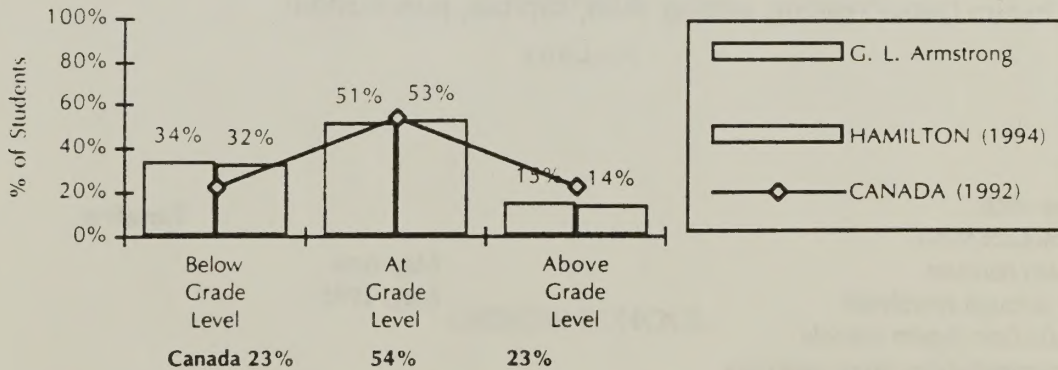
GRADE 6 TEST RESULTS

Reading Total



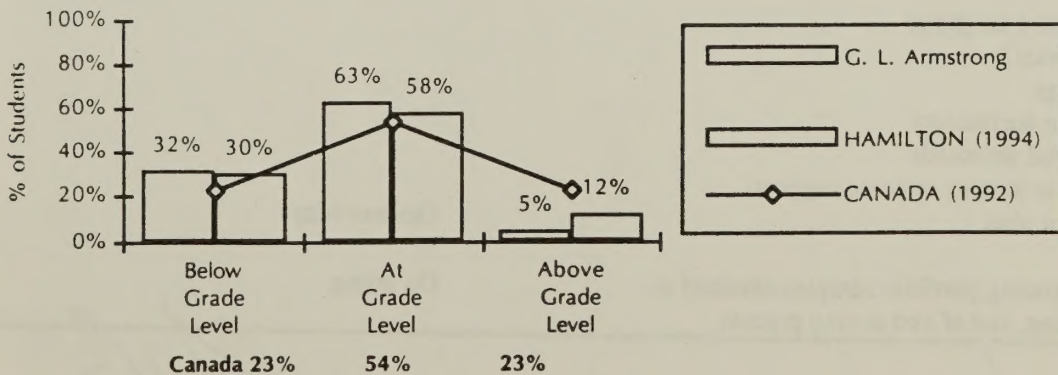
Summary Statement: In our school 72% of our Grade 6 students scored At or Above grade level in the Reading test as compared to 69% in Hamilton and 77% nationally.

Language Total



Summary Statement: In our school, 66% of our Grade 6 students scored At or Above grade level in the Language test as compared to 67% in Hamilton and 77% nationally.

Mathematics Total



Summary Statement: In our school, 68% of our Grade 6 students scored At or Above grade level in the Mathematics test as compared to 70% in Hamilton and 77% nationally.

School Interpretation: Results in Context

Results at the Grade 6 level were not as satisfactory as at the Grade 3 level. The depressed results could be attributed to the fact that most of these students were "new" to Armstrong having only attended for three months. We are "at the mercy" of the feeder schools and their Language and Math programmes in that this is essentially a test of work/skills covered in Grades 4 and 5. We must review our own Junior Grade programmes as well as those of our four feeder schools. It will be necessary to coordinate information and inservice plans with these principals. Based upon our results, we have selected Language Mechanics as our focus. Action planning will integrate these skills with outcomes and standards found in the Common Curriculum.

School Planning Response

• Area(s) of Focus: Grade 6

Language mechanics (proof reading, editing skills, capitals, punctuation)

Share information with:		Timeline
• Process	LRT/Resource team	
	* Classroom teachers	May-June
	* Parents through newsletter	May, 1995
	* Principals from feeder schools	
	Review current curriculum/teaching materials /methodologies with teachers	June-September
	Establish student portfolios of written work	September-October
	Brainstorm strategies to address areas of need	September-October
	Develop action plan focusing on specific skills (refer to administrators' summary) using Board resources	end of October
	* celebrating language	
	* CAT links/2	
	<u>Ministry resources</u>	
	* common curriculum	
	* provincial standards	
	Offer in-service to parents re home support	
	Implement action plan	October-May
	Review	
	* by comparing portfolio samples obtained at beginning, end of and during process	On going

May 5/95
Date

K. W. Bani
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

GIBSON SCHOOL

NATURE OF THE SCHOOL AND COMMUNITY

Gibson School is located at the corner of Barton and Birch Avenue. We are a Comp Ed. School with a 1/2 time Social Worker shared with King George School. We have a number of families of diverse racial origin with an increasing number of E.S.L. children. Housing ranges from a public housing complex, subsidized row housing to individual units. We have a very transient population. Families leave the area for other rentals and return within months.

PARTICIPANTS

Number of students ENROLLED in Grade 3 43

Number of students for whom part or all of the test was INVALID*: 9

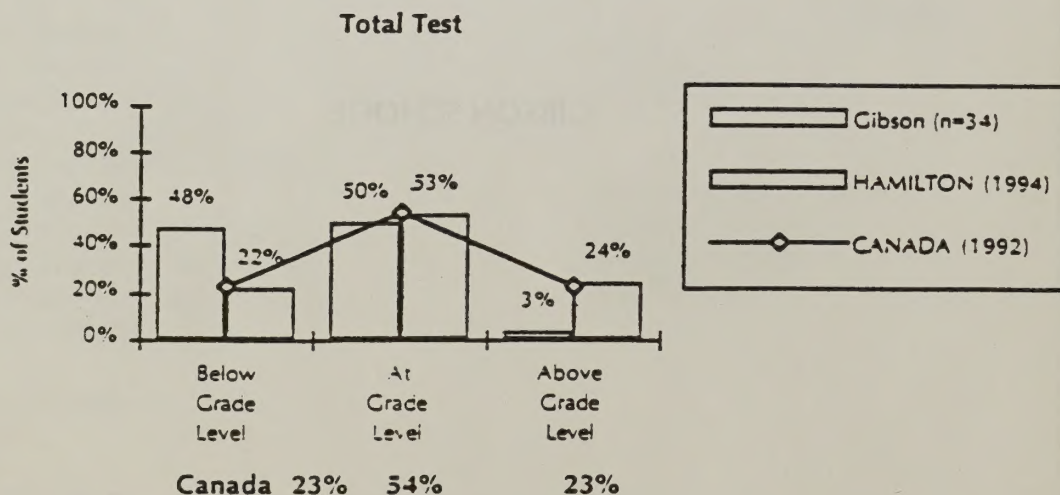
Number of students ABSENT for part or all of test: 1

Number of students COMPLETING entire test: 34

General Comments on students and the testing process:

Both teachers handled their own testing. Numerous students couldn't read the instructions. This test was not suitable for early Grade 3.

GRADE 3 TEST RESULTS

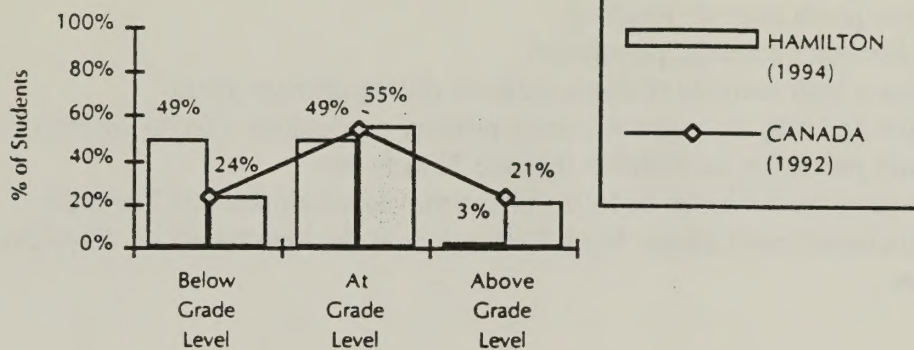


50% of our Grade 3 students scored at Grade Level on the total test compared to 53% across Hamilton. Language skills are weak. There are a number of families in this area that are on assistance with students who exhibit lower self esteem. Some delay in language development can also be attributable to cultural backgrounds.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

- 122 -
GRADE 3 TEST RESULTS

Reading Total

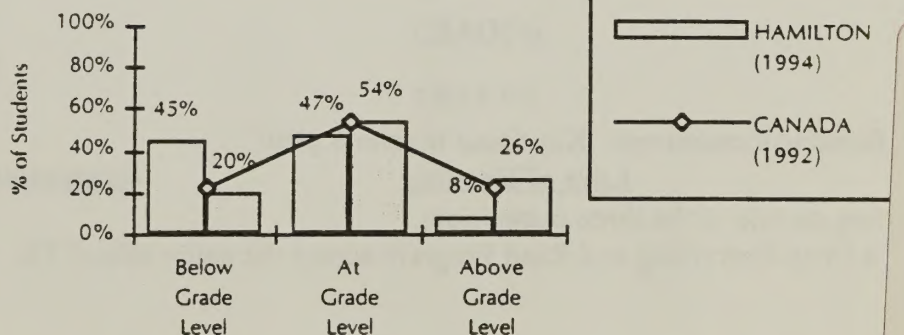


Canada 23% 54% 23%

49% of our Grade 3 students scored at grade level in the Reading test as compared to 55% across Hamilton

Summary Statement:

Language Total

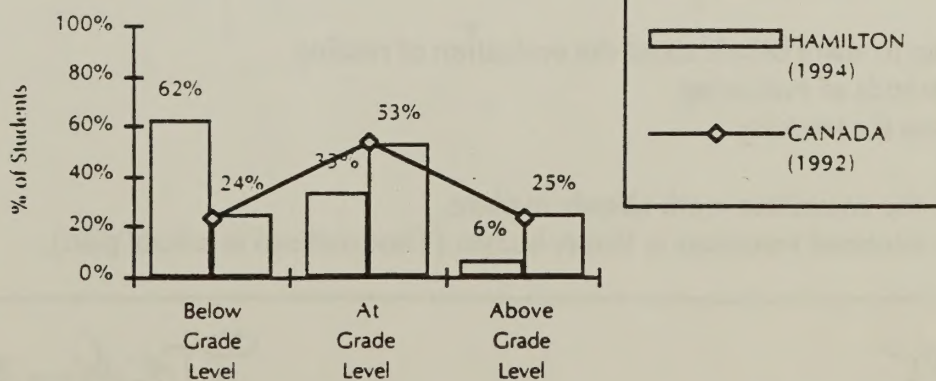


Canada 23% 54% 23%

47% scored at Grade Level on the Language Test compared to 54% across Hamilton.

Summary Statement:

Mathematics Total



Canada 23% 54% 23%

33% scored at Grade Level on the Mathematics Test compared to 53% across Hamilton.

Summary Statement:

School Interpretation: Results in Context

- * some test items given prior to teaching
- * English as a Second Language population
- * Has there been a high mobility of these students during primary years?
- * Teachers have had only six years with new primary curriculum - Growing Into Language
- * recent statistics pertaining to mobility indicate 21% factor.
34 children wrote the fall block of tests .8 have moved within the last 2 months.
- * math concepts tested don't fit our Math Curriculum at the time tested i.e. fractions, decimals, multiplication.

School Planning Response

• **Area(s) of Focus:** Needs identified 4 years ago.

Reading Committees: Key focus in school plan

Strategies

Love of Reading

Evaluation

• **Process:** All teachers are sitting on one of the three committees.
Implementation of a Drop Everything and Read Program across the entire school J.K. - 5

Bulletin boards for Parents
Participated in M.S. Readathon
Tracking all books read by S.K. students.
Photocopied and sent to parents at report cardtime.

Book Fair
Early morning Library Club
Connected with Barton Library.

O.A.I.P.
Inservice Evaluation strategies for Growing Into Language.

- * Presently meeting to share beliefs about the evaluation of reading.
 - * share methods of evaluating
 - * share ideas for tracking
- * Continuing with the committee work already in place.
- * Hope to pursue increased resources in library budget (Time outlined in school plan).

May 4, 1995
date

DW Hoster
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 6

1994-95

GLEN BRAE SCHOOL

**Canadian Achievement Tests (2nd Edition)
Grade 6, 1994-95**

Glen Brae Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

- stable school enrollment - 94%
- one-third of students are in the French Immersion Program
- boundary for French Immersion extends from James Street to the east end city limits
- Increasing E.S.L. population

PARTICIPANTS

Number of students ENROLLED in Grade 6 94

Number of students for whom
part or all of the test was
INVALID*: 10

Number of students ABSENT for
part or all of test: 21

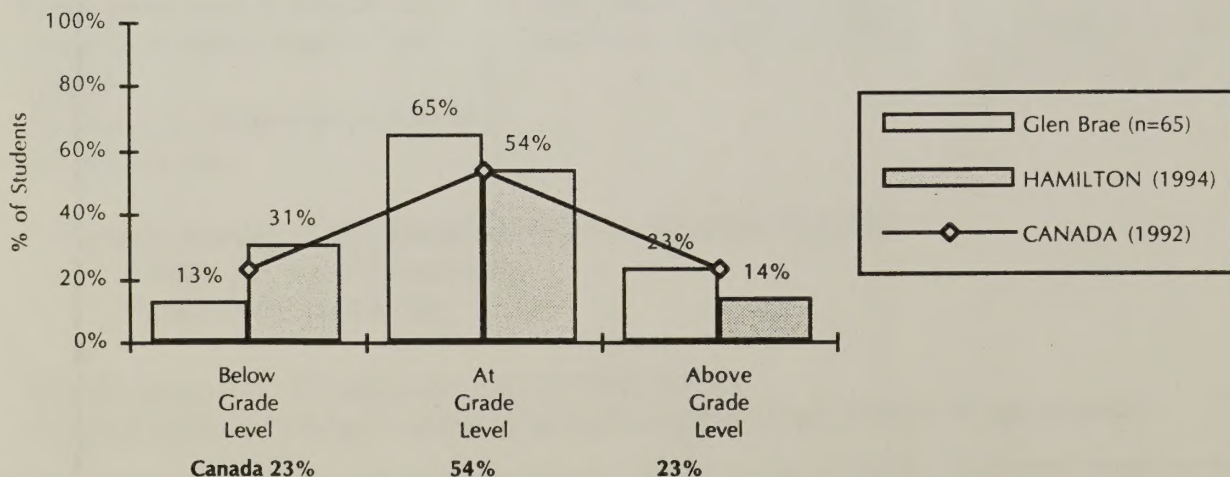
Number of students
COMPLETING entire test: 65

General Comments on students and the testing process:

- testing was administered in November by classroom teacher
- testing for E.S.L. and Exceptional Students was invalid

GRADE 6 TEST RESULTS

Total Test



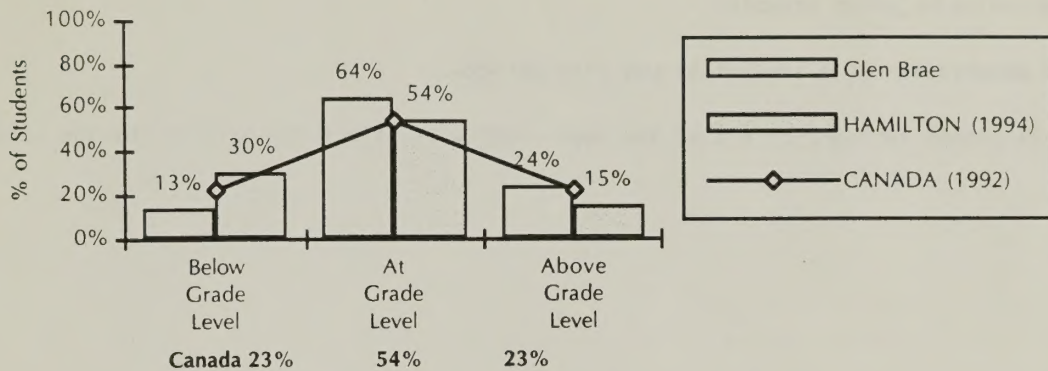
Summary Statement:

In our school, 88% of our Grade 6 students scored At or Above Grade Level on the (Reading/Language/Mathematics/Total) compared to 68% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 15 of the CAT

GRADE 6 TEST RESULTS

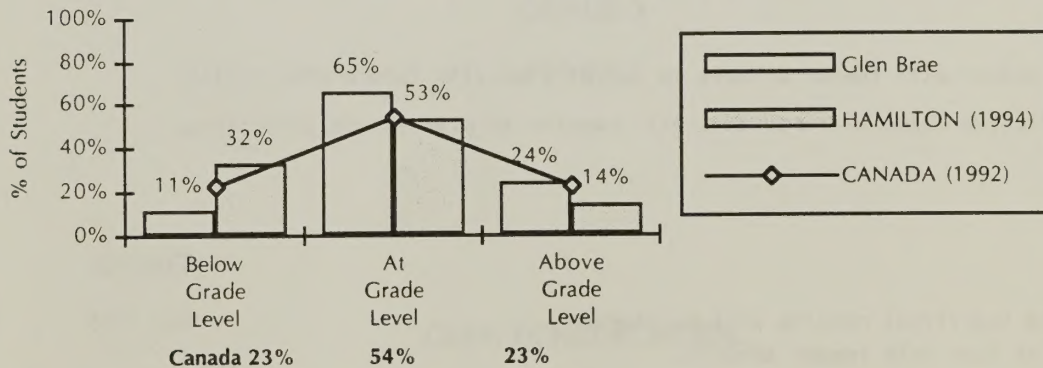
Reading Total



Summary Statement:

In our school, 88% of our Grade 6 students scored At or Above Grade Level on the Reading Total compared to 69% across Hamilton and 77% nationally.

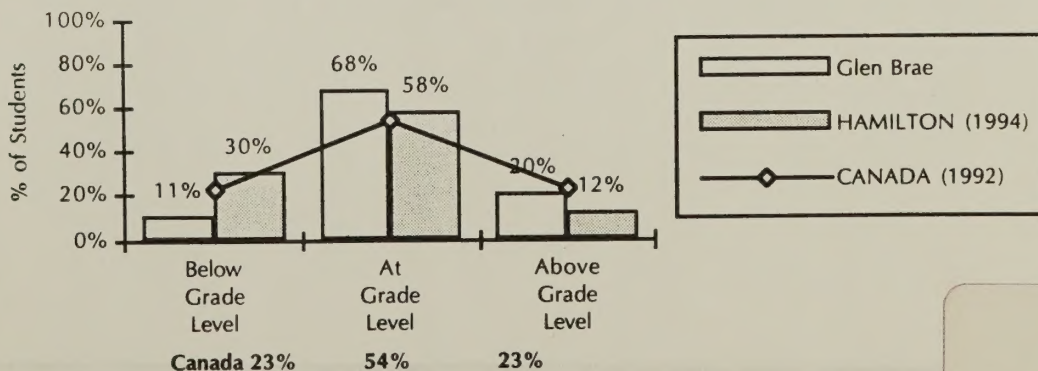
Language Total



Summary Statement:

In our school, 89% of our Grade 6 students scored At or Above Grade Level on the Language Total compared to 67% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school, 88% of our Grade 6 students scored At or Above Grade Level on the Mathematics Total compared to 70% across Hamilton and 77% nationally.

School Interpretation: Results in Context

As testing was conducted in November, Grade 6 students had attended Glen Brae for just over two months, results reflect programming in junior schools.

Testing reflects one observation of a student at one time period.

The number of students absent for part or all of the test (30%) will affect the validity of the school's results.

School Planning Response

• Area(s) of Focus:

- I. Results will be shared with feeder schools to assist them with future programming.
- II. Glen Brae's curriculum teams will review C.A.T. results to plan future directions.

• Process:

Timeline

- | | |
|--|--------------|
| I. Summary pages and individual results will be shared with principals of four main feeder schools. | May 1995 |
| II. (I) Results will be analysed and interpreted by Glen Brae's Language and Science, Math and Technology teams. | June 1995 |
| (II) Action plans for 1995-96 school plan will be developed. | October 1995 |

May 2, 1995
date

D. Staples
principal's signature

CANADIAN ACHIEVEMENT TESTS (2ND EDITION)

GRADE 3

1994-95

GLEN ECHO SCHOOL

Canadian Achievement Tests (2nd Edition)

Grade 3, 1994-95

Glen Echo Elementary School

NATURE OF THE SCHOOL AND COMMUNITY

Glen Echo School is in a stable neighbourhood of East Hamilton where families tend to stay. Our families represent many ethnic backgrounds. Seventeen percent of our population eligible for the Canadian Achievement Testing (CAT) are English as A Second Language (ESL) students. In addition many others have a language other than English as their language spoken in the home. Glen Echo is a dual track school with a French Immersion Programme. Twenty-nine percent of the students who wrote the Canadian Achievement Test are enrolled in our French Immersion Programme. Glen Echo is a school which boasts 253 students, a hard working staff and supportive parents anchored by an active Home and School Group.

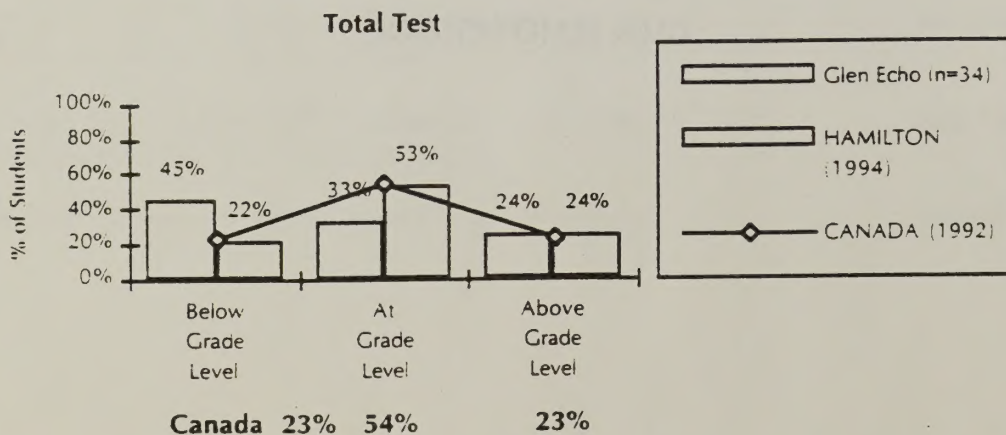
PARTICIPANTS

Number of students ENROLLED in Grade 3 34

Number of students for whom part or all of the test was INVALID*: 0	Number of students ABSENT for part or all of test: 0	Number of students COMPLETING entire test: 34
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General Comments on students and the testing process: The tests were administered to all students in Grade 3 by our Learning Resource Teacher. All students completing the test included those in the process of learning English and those with attentional difficulties. No tests were invalidated. Two organizational issues need to be addressed. Many of the students were uneasy concerning the issue of not being able to ask for help. Testing by the homeroom teacher may be preferable. Scheduling difficulties resulted in one group writing the majority of tests in the late afternoon. Our results represent a small sample. Such a sample demands that we translate the percentage figures into the number of specific students and plan to respond to their individual needs.

GRADE 3 TEST RESULTS



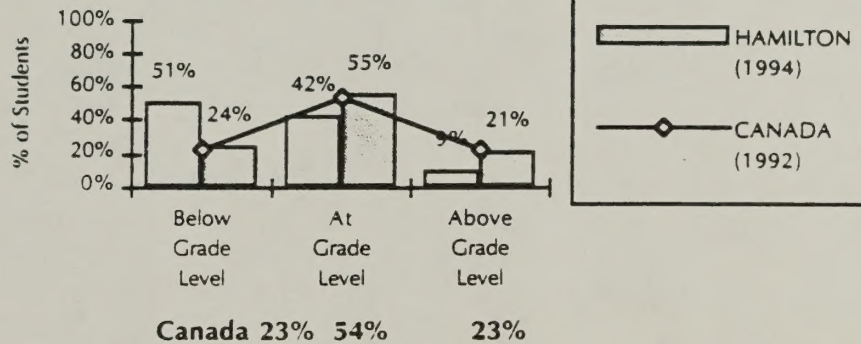
Summary Statement:

In our school, 57% of our Grade 3 students scored At or Above Grade Level on the complete test compared to 77% across Hamilton and 77% nationally.

*INVALID: Some Exceptional, ESL and other students could not be validly tested on Level 12 of the CAT

GRADE 3 TEST RESULTS

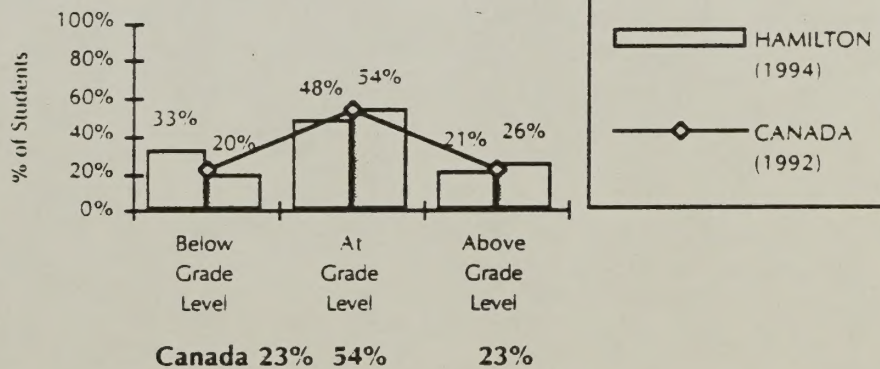
Reading Total



Summary Statement:

In our school, 51% of our Grade 3 students scored At or Above Grade Level on the Reading component compared to 76% across Hamilton and 77% nationally.

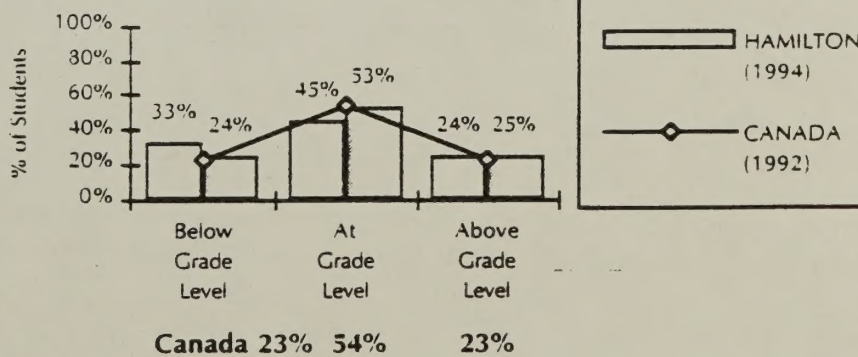
Language Total



Summary Statement:

In our school, 69% of our Grade 3 students scored At or Above Grade Level on the Language component compared to 80% across Hamilton and 77% nationally.

Mathematics Total



Summary Statement:

In our school, 69% of our Grade 3 students scored At or Above Grade Level on the Mathematics component compared to 78% across Hamilton and 77% nationally.

School Interpretation: Results in Context

The overall results show that Glen Echo has the same percentage of students above grade level as the National and Hamilton averages. Some students are below the grade level that one might expect to be at a grade three level at that time of year. This may not reflect the actual performance of the school but rather the influence of three factors. First five of the thirty-four students are enrolled in our English as A Second Language program. Second, our French Immersion population represents twenty-nine percent of the students tested. French Immersion students receive the bulk of their instruction in French and begin formal English lessons forty-five minutes per day in grade two. Third, three students who have been demitted from French Immersion and have had only one year of formal English instruction and three students who are identified with attentional deficits wrote the test. Our belief is that the programs highlighted below in concert with our current school plan does provide for each of these groups with appropriate remediation and results of future testing will show gains. We will react to those few who do not attest to these three factors by establishing a system to compile regular performance ratings. This target group will be discussed with staff and Psychological Services to select a suitable achievement test or teacher's tracking of work samples.

School Planning Response

• Area(s) of Focus:

- Acquisition of basic language skills as outlined in the Common Curriculum and our Board support documents (Growing into Language, Celebrating Language).
- Acquisition of basic mathematics skills as outlined in the Common Curriculum and building upon our on-going focus to use manipulatives.
- Improving Social Skills in order to further develop positive self-image.

Process:

Timeline

on-going

- Research and data collection is a starting point. Through the Diagnostic Assessment Resource Team process, through staff division teams and through our Parents' Group we will respond.
- Divisional Curriculum Teams will explore the specific competencies of each sub-test to determine major areas of deficiency. Specific plans will be established to address any broad-based deficiencies identified through the Objectives Competencies Report and ongoing classroom evaluations.
- Current School Plan Review includes action plan for Common Curriculum implementation and building positive self worth through a social skills programme (GEMS).

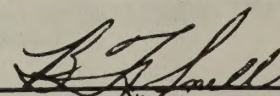
Spring, 1995

- Celebrate the success in mathematics building upon our use of our manipulative initiatives and the success in language, recalling the Young Author's focus from last year.
- Compare results from current Glen Echo graduates in Glen Brae Grade 6 testing. Establish any trends for specific competencies. Share our results with Middle School, particularly to focus upon any specific competencies which are weak and may suggest their programme prepare in advance.

June, '95-June, '96

- Compare results and plans with another French Immersion School with a similar demographic profile.
- Establish regular performance ratings for children who are achieving below grade level in reading -tracking teacher prepared work samples or using achievement instrument.
- Promote special programmes (i.e. reading picnic, school wide uninterrupted reading time, book fairs) to highlight "reading".
- Explore issue of "test writing skills" with staff. Balance focus upon our activity-based learning and a need to respond to "testing" situations.

1995 05 01
date


principal's signature

 **ACCO USA** 
WHEELING, ILLINOIS 60090

25071



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BLACK/NOIR/NEGRO

10% RECYCLED FIBRE 50% POST-CONSUMER
% FIBRE RECYCLE 50% DECHETS DE CONSOMMA
0% FIBRA REICLADA 50% DESPUES DE CONSU

